

**ПІВДЕННОУКРАЇНСЬКИЙ НАЦІОНАЛЬНИЙ  
ПЕДАГОГІЧНИЙ УНІВЕРСИТЕТ  
імені К. Д. УШИНСЬКОГО**

Кафедра західних і східних мов та методики їх навчання

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**НАВЧАЛЬНИЙ ПОСІБНИК  
З РОЗВИТКУ ПРОФЕСІЙНИХ МОВНИХ ТА МОВ-  
ЛЕННЄВИХ КОМПЕТЕНТНОСТЕЙ СТУДЕНТІВ  
СОЦІАЛЬНО-ГУМАНІТАРНИХ ФАКУЛЬТЕТІВ**

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Посібник спрямовано на розвиток у здобувачів природнього інтересу до оволодіння професійною лексикою іноземної мови. Мета посібника полягає у розвитку мовленнєвих навичок та вмінь студентів, який забезпечуватиме необхідну для майбутніх фахівців комунікативну спроможність в сферах професійного спілкування в усній і письмовій формах. Посібник може бути також використаний для роботи з магістрами соціально-гуманітарних факультетів вищих навчальних закладів, а також викладачами англійської мови різних навчальних закладів.

Університет Ушинського, 2020

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## ВСТУП

Даний навчальний посібник розроблено для студентів соціально-гуманітарних факультетів для самостійної роботи.

*Основна мета цього посібника* – це розвиток мовленнєвих навичок та вмінь студентів, який забезпечуватиме необхідну для майбутніх фахівців комунікативну спроможність в сферах професійного спілкування в усній і письмовій формах. Тексти, які увійшли у посібник також поширюють знання студентів у галузі виховання та освіти.

Навчальний посібник складається із 10 текстів та вправ до них. Робота з текстами розподілена на декілька етапів. Кожен з текстів має власну індивідуальність та розвиває у здобувачів природний інтерес до оволодіння професіональною лексикою іноземної мови завдяки уважному читанню, розумінню й, звичайно, фундаментальному опрацюванню текстів з подальшим виконанням вправ та творчих завдань. Запропонована автором система дотекстових та післятекстових вправ робить такий посібник особливо цінним в інтелектуальному плані; сприяє розширенню активного вокабуляру здобувачів, розвитку їхнього мовного, логічного та творчого мислення та подолання психологічного бар'єру під час спілкування. *Перший етап* – читання та запис в словники незнайомих слів і словосполучень. *Другий етап* – читання та переклад з англійської мови на рідну нових слів у різних словосполученнях та речення, а також складних речень з тексту з додаванням активної лексики із попередніх частин. *Третій етап* – читання, переклад та переказ всього тексту. *Наступний етап* – вправи на переклад словосполучень та речень з тексту з англійської мови на рідну і навпаки. *Останнім етапом* роботи з текстом є завдання, яке спо-

нукає студентів висловлювати свою думку на запропоновану тему. На цьому етапі від них вимагається використовувати додаткову інформацію на пропоновані теми, знайдену самостійно у інших джерелах. Можливо проведення заняття у формі диспуту з висловлюванням різних точок зору та їх обґрунтовуванням, або у формі рольової гри. Вони забезпечують такі умови, у яких знання набувають практичного застосування, виступають інструментом практичної дії здобувачів. Саме це і розширює уявлення читача про комунікативну компетентність та сприяє розвитку інтересу студентів.

Посібник може бути також використаний для роботи з магістрами соціально-гуманітарних факультетів вищих навчальних закладів, а також викладачами англійської мови різних навчальних закладів.

## UNIT I

to analyze to be forbidden character condition considerable	contribution to devote editor foremost teacher habit of work	inculcation influence to observe to outstrip one's time psychology research
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**1. Read the new words and word combinations with their translation and write them down into the vocabulary. Pay attention to their spelling.**

- |   |   |
|---|---|
| <p>1. to analyze ['xɪŋkəlɪz] – аналізувати</p> <p>2. to be forbidden [fɪ'bɪldn] – бути забороненим</p> <p>3. character ['kærɪktə] – характер</p> <p>4. condition [kən'dɪʃn] – умова</p> <p>5. considerable [kən'sɪdɪrəbl] – вагомий, значний</p> <p>6. contribution ['kɒntrɪ'bjuːʃn] – внесок</p> <p>7. to devote [dɪ'vəʊt] – присвячувати, віддавати цілком</p> <p>8. editor ['edɪtə] – редактор</p> | <p>9. foremost teacher ['fɔːmst tɪtʃə] – передовий вчитель</p> <p>10. habit of work ['hæbɪt] – звичка працювати</p> <p>11. inculcation ['ɪnkʌl'keɪʃn] – вселення, навівання</p> <p>12. influence ['ɪnflʊəns] – вплив</p> <p>13. to observe [əb'zɜːv] – спостерігати</p> <p>14. to outstrip one's time [aʊt'strɪp] – випередити свій час</p> <p>15. psychology [saɪ'kɒlədʒɪ] – психологія</p> <p>16. research [rɪ'sɜːtʃ] – дослідницька робота</p> |
|---|---|

## 2. Read the word combinations and sentences and answer the questions.

1. To **analyze** the text; to *analyze* the situation; to *analyze* the work. Should we *analyze* our results more clearly? – Yes, you should. K. D. Ushinsky *analyzed* merits and defects of foreign educational systems. Let's *analyze* the given text. Is it difficult for you to *analyze* your behaviour?

2. **To be forbidden**; the *forbidden* ground; the *forbidden* fruit; *to be forbidden* by law. K. D. Ushinsky *was forbidden* by the Ministry of Education to teach even in elementary school. Was your report forbidden by the teacher? – No, it wasn't. Stop doing this work, it will *be forbidden* by our teacher anyway! *Were you forbidden* by your parents to do anything?

3. A man of **character**; a man of no *character*; the national *character*; to form one's *character*. Is your father a man of *character*? – Yes, he is. But my brother is a man of no *character*! Stop crying Dan, you are a man of no *character*! K. D. Ushinsky became editor of the Journal of the Ministry of Education and in two years completely changed its *character*. What kind of *character* do you have?

4. In a good **condition**; the living *conditions*; the bad (good) *conditions*; the weather *conditions*; the working *conditions*. Are you in a good *condition*? – No, I'm not. I feel bad. The *condition* of a successful school is the concentration of responsibility on one head. K. D. Ushinsky analyzed merits and defects of foreign educational systems, comparing them with the *conditions* in our country. How do you think what is the *condition* of a successful school?

5. A **considerable** research; to a *considerable* extent; a *considerable* contribution; a *considerable* man. "Kobzar" by Shevchenko is one of the most *considerable* contributions in the Ukrainian literature. The dean of our faculty is a very *considerable* man. The lectures of K. D. Ushinsky were an immediate success for they were based on his *considerable* erudition. How do you

think who is the most *considerable* student in your group?

6. A considerable **contribution**; to make a *contribution*; an outstanding *contribution*. She made an outstanding *contribution* to science. Konstantin Ushinsky's *contribution* to pedagogy was great. T. Shevchenko made the great *contribution* to the Ukrainian literature. How do you think what is the greatest *contribution* to the world literature?

7. To **devote** one's life to smth (smb); to *devote* one's time to smth (smb). She *devoted* herself to teaching foreign languages. Konstantin Ushinsky was a *devote* pedagogist. He believed that education should *devote* itself primarily to the formation of character. How do you think should the specialist *devote* himself to his work?

8. A talented **editor**; an experienced *editor*; a splendid *editor*; a bad *editor*. Is your friend an *editor*? – No, he isn't. – What is he by profession? – He is a reporter. – Is your father an *editor*? – Yes, he is. – Where is he now? – He is in his office. In 1860 Konstantin Ushinsky became *editor* of the Journal of the Ministry of Education. Do you want to become an editor?

9. A **foremost teacher**; a *foremost teacher* and a talented editor; an experienced doctor and a *foremost teacher*. What is your mother by profession? – She is a teacher. – What kind of teacher is she? – She is a *foremost teacher*, and my granny is a *foremost teacher* too. Do you want to be a *foremost teacher*?

10. The **habit of work**; the development in the pupil of the *habit of work*. Who is this? – This is my friend Lucy. – Is she a student? – Yes, she is. She is a good student, she has the *habit of work*, and I have the *habit of work* too. This is Mike, he is a bad student, he hasn't the *habit of work*, and Billy hasn't the *habit of work* either. Do you have the *habit of work*?

11. A new **inculcation**; an interesting *inculcation*; an educative *inculcation*. One of the basic principles of Konstantin Ushinsky's pedagogical system is the *inculcation* of a feeling of patriotism in the young. How do you think is it important to

develop the *inculcation* of a feeling of patriotism in the young?

12. The bad (good) ***influence***; the cultural *influence*; the negative *influence*. Who is this? – This is Mary. – Why is she so dirty? – She is under the bad *influence* of her elder sister. But I'm trying to have a good *influence* on her. Do you have a sister or a brother? What *influence* do you have on her (him)?

13. To ***observe*** attentively; to *observe* carefully; to *observe* school organization. What are you doing here? – I'm *observing* my little brother. He's playing in the yard. – What are you going to do tomorrow? – I'm going to *observe* school organization in the USA. Have you ever *observed* interesting facts?

14. To ***outstrip one's time***. Da Vinci *outstripped his time*. What can you say about your scientific work? – I think it *outstrips its time*. Konstantin Ushinsky was the great pedagogue and his ideas *outstripped his time* in many ways. How do you think did Lesya Ukrainka's lyrics *outstrip her time*?

15. The applied ***psychology***; the child *psychology*; the social *psychology*. Do you like to study *psychology*? – Yes, I like *psychology* very much, it is my favourite subject. What book are you reading now? – I'm reading the book about the child *psychology*. How do you think is it important for the future teacher to study the child *psychology*?

16. A ***research*** work; a detailed *research*; to be engaged in *research*. What are you doing now? – I'm writing a report about my *research*. – What is your report about? – It is about the child *psychology*. Do you like to read books about *researches* of Ukrainian scientists? – Yes, I do. Do you want to be engaged in *research*?

**3. Read the sentences, translate into English the words of the sentences given in brackets, learn the additional information about what you have read from your group-mate.**

1. Every teacher must (*аналізувати*) his work and have



а (звичку працювати) to try to improve himself. 2. Sometimes some teacher's methods can be (заборонені) by different committees, but (передовий вчитель) must have a (характер) to overcome the difficulties. 3. Every (передовий вчитель) also must have strong (вплив) to his pupils, to (присвячати) his life to his work. 4. Teacher must continually (спостерігати) his children, study their (характер) and (психологію). 5. He must remember that one of the basic principles of pedagogical system is the (вселення) of a feeling of patriotism in the young. 6. Only good teacher can (винегедити свій час) and make a (вагомий внесок) to the pedagogical science. 7. Why must the teacher analyze his work? 8. How do you think must the teacher have a habit of work? 9. Do you know the teachers who outstrip their time? 10. Do you want to be a foremost teacher? 11. Is it important for the teacher to have a strong character? Prove your suppositions.

**4. Read and translate the text. Answer the following questions, be ready to retell it.**

### **K. D. USHINSKY – THE GREAT EDUCATOR**

Konstantin Dmitrievich Ushinsky was the founder of the primary school and pedagogical training for teachers. He also was the founder of scientific pedagogy. His contribution to education was great. Konstantin Ushinsky's pedagogical ideas outstripped his time in many ways. His works are not only of a historical value today but greatly assist in the modern education.

Konstantin Ushinsky was born in 1824 in Chernigov<sup>1</sup> gubernia in the family of a well-to-do landowner<sup>2</sup>. Soon the family moved to Novhorod-Siverskyi<sup>3</sup> where Konstantin's father was appointed an uyezd<sup>4</sup> judge.

He learned very early to study independently and, after making a fine record in the gymnasium, Konstantin Ushinsky

entered Moscow<sup>5</sup> University at the age of 16. He graduated from the University with high honors when he was 20 years old. Two years later, despite his youth, Konstantin Ushinsky was appointed professor of Jurisprudence<sup>6</sup> at the Demidov Lycée in Yaroslavl<sup>7</sup>. His lectures were an immediate success for they were based on his considerable erudition. It was then that Konstantin Ushinsky started criticizing the present educational system in our country and was forbidden by the Ministry of Education to teach even in elementary school.

In 1855 many teachers who had lost work before could find jobs again. In 1859 Konstantin Ushinsky was appointed inspector at Smolny Institute in St. Petersburg<sup>8</sup>. In 1860 Konstantin Ushinsky became the Chief Editor of the Journal of the Ministry of Education and in two years completely changed its character. Under his editorship its focus was centred upon real problems of teaching, theories of pedagogy and psychology and criticism of current pedagogical literature. Konstantin Ushinsky's name became known and at the end of his three years of work there he was known as one of the foremost teachers and guides of educational movement and as a teacher of teachers.

K. D. Ushinsky was a patriot. One of the basic principles of his pedagogical system is the inculcation of a feeling of patriotism in the young. He believed that education should devote itself primarily to the formation of character. Here a special attention should be paid to the development in the pupil of the habit of work.

Konstantin Ushinsky underlined the personal influence of the teacher as an educational force. He put forward the idea of setting up teachers seminars to train teachers for their important and responsible work.

He was interested in foreign educational systems. He made trips to Germany<sup>9</sup>, Switzerland<sup>10</sup>, France<sup>11</sup>, Italy<sup>12</sup> and Belgium<sup>13</sup> to observe school organization there. He analyzed

merits and defects of foreign educational systems, comparing them with the conditions in our country.

At the end of his life Konstantin Ushinsky mostly acted as a writer and publicist. Together with Pirogov he may be considered as an author of the liberal reforms of the 1860s. Peasants<sup>14</sup> needed schools, the schools needed teachers and textbooks, so he organized a lot of teachers' seminars. He also wrote children's textbooks for learning reading: *Children's World* (*Detski mir*), and *Native Word* (*Rodnoye slovo*). More than 10 million of Konstantin Ushinsky's books, including 187 editions of *Native Word*, were printed. K. D. Ushinsky travelled a lot, lectured, held conferences and continued his research and writing. Such a program was too much for his already weakened health. The great pedagogue died in Odessa in 1870 and was buried in Kiev.

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<sup>1</sup> Chernigov [Cqɾ'nigOv] – Чернігів

<sup>7</sup> Yaroslavl [jarO'slavɫ] – Ярославль

<sup>2</sup> a well-to-do landowner ['lxnd'ounq] –  
заможний землевласник

<sup>8</sup> St. Petersburg ['seɪnt 'petqsɪbWg] – Санкт-Петербург

<sup>3</sup> Novhorod-Siverskyi [nɒ'vɫɔɾ'sɪvɪrskɪ] – Нов  
город-Сіверський

<sup>9</sup> Germany ['dʒWmɔɪn] – Германія

<sup>4</sup> uyezd [ɯ'jezd] – уезд

<sup>10</sup> Switzerland ['swɪtsɔɪlɔnd] – Швейцарія

<sup>5</sup> Moscow ['mɒskou] – Москва

<sup>11</sup> France [frɛns] – Франція

<sup>6</sup> Jurisprudence ['dʒuɾɪs'prɪdʒns] – юрис-  
пруденція

<sup>12</sup> Italy ['ɪtɔɪ] – Італія

<sup>13</sup> Belgium ['beldʒəm] – Бельгія

<sup>14</sup> peasant [peznɪ] – селянин

1. Who was Konstantin Dmitrievich Ushinsky? What do you know about his contribution to education?
2. When and where was Konstantin Ushinsky born? What can you tell about his family? Explain your point of view.
3. What do you know about his education? Was he a good student? When did he become a professor of Jurisprudence?

4. Why was Konstantin Ushinsky forbidden by the Ministry of Education to teach even in elementary school? Do you agree with the Ministry of Education?
5. When did he become the Chief Editor of the Journal of the Ministry of Education? What did he do as the Chief Editor?
6. What do you know about one of the basic principles of Konstantin Ushinsky's pedagogical system? How do you think should the education form the character?
7. Where did he travel? What was the main purpose of his trips?
8. Was Konstantin Ushinsky the author of book? What do you know about his works? How many works were published?
9. When and where did he die? What do you think about his personality?

**5. Read the following word combinations and sentences. Cover the left side of exercise and try to translate the word combinations and sentences.**

- |   |   |
|---|---|
| 1. pedagogical theories   | 1. педагогічні теорії   |
| 2. great contribution   | 2. величезний внесок  |
| 3. to outstrip one's time   | 3. випередити свій час  |
| 4. to be forbidden  | 4. бути забороненим   |
| 5. a foremost teacher   | 5. передовий вчитель  |
| 6. the habit of work  | 6. звичка працювати   |
| 7. to analyze merits and defects  | 7. аналізувати переваги та недоліки                           |
| 8. personal influence   | 8. особистий вплив  |
| 9. Ushinsky's pedagogical theories outstripped his time.                                | 9. Педагогічні теорії Ушинського випередили свій час.         |
| 10. The world of science greatly valued his contribution to the development of science. | 10. Науковий світ високо оцінив його внесок у розвиток науки. |

- |  |  |
|--|--|
| <p>11. He started criticizing the present educational system and was forbidden to teach.</p> <p>12. We must analyze merits and defects of different educational systems.</p> <p>13. She thinks that personal influence of the teacher is of great importance in educating children.</p> <p>14. At the end of his three years of work he was known as one of the foremost teachers.</p> | <p>11. Він почав критикувати сучасну систему освіти і йому було заборонено викладати.</p> <p>12. Ми повинні проаналізувати переваги та недоліки різних систем освіти.</p> <p>13. Вона думає, що особовий вплив вчителя має величезне значення у вихованні дітей.</p> <p>14. Наприкінці його трирічної праці він був відомий як один із передових вчителів.</p> |
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## 6. Look through the text and give the main idea of it.

### 7. Use the statements of the text, do the following tasks.

#### a) **Prove that**

- K. D. Ushinsky was the great educator.
- His lectures were an immediate success.
- K. D. Ushinsky was a patriot.
- He was interested in foreign educational systems.

#### b) **Explain why**

- K. Ushinsky entered Moscow University at the age of 16.
- Konstantin Ushinsky was forbidden by the Ministry of Education to teach even in elementary school.
- Konstantin Ushinsky's name became known.
- He organized a lot of teachers' seminars in the villages.

**8. Translate the sentences into English and write them down.**

1. Внесок К.Д.Ушинського в систему освіти був величезним.
2. Він народився в Чернігові в сім'ї заможного землевласника.
3. Ушинський закінчив університет і два роки потому, незважаючи на свою молодість, був призначений професором юриспруденції в Демидівському ліцеї в Ярославлі.
4. Під його редакцією журнал зосередився на проблемах освіти та на педагогічних та психологічних теоріях.
5. Одним з основних принципів його педагогічної системи було вселення молоді почуття патріотизму.
6. Особливу увагу ми повинні звернути на розвиток у учнів звички працювати.
7. Ушинський підкреслював особистий вплив вчителя на процес навчання.
8. На конференції викладачі обговорили переваги та недоліки нового методу викладання.

**9. Write the words given in brackets from ex. 3 in the form of dictation.**

**10. Express your opinion about Ushinsky's theory of education. Tell what you think about his contribution to the pedagogy and psychology. Explain your point of view. What other educationalists do you know? Tell about one of them.**

**11. Speak to each other on the following topics.**

1. Ukrainian teachers and their contribution to the system of education.
2. Optimal age for the University students.
3. The present educational system in our country.

4. A feeling of patriotism in the young.
5. Merits and defects of foreign educational systems, comparing with the conditions in our country.

**12. Write about foremost teachers of your University using the following additional information.**

**13. Role-play**

### **THE HABIT OF WORK IN STUDENTS' LIFE**

**Situation:** It's necessary to work hard to become a successful and prosperous person. Three groups of students discuss a burning question about the habit of work in students' life.

The main characters of the discussion are:

Opponents – is a group of participants, insisting on one or another point of view; **observers** – is a tutor with **a few assistants**.

Three groups of participants prove the correctness of the opposite point of view.

**The first group proves that** it's excellent to have a habit of work because

- The habit of work is exactly the factor that helps students to become successful in any sphere they'd chosen.
- They can get over a lot of difficulties owing to the habit of work.
- The habit of work makes students persistent, hard-working and resolute especially in extreme situations.

**The second group proves that** it depends only upon luck because

- There are a lot of negative factors in our life which undermine students' discipline (e. g. the old-thinking teachers, their attitude towards students as if they are only stupid teenagers with narrow interests)

- Modern life is too expensive and that's why many students suffer from financial instability. They're enforced to earn money for their living and, unfortunately, don't have enough time to attend their classes regularly.

- Development of the habit of work is a waste of time because if a person is a real failure.

**The third group proves that** it is rather philosophical question because

- It depends upon a particular person, his character and, of course, mentality.

- On the one hand, the habit of work is a good thing but, on the other hand, it's necessary to turn out to be at the right place at the right time.

- Sometimes it's better to give up the habit of work for a moment and to release the situation.

## **QUESTIONS FOR DISCUSSION.**

Many wish but few will.

Adversity makes discipline.

Custom is a second nature.

Practice makes perfect.

Patience is a plaster for all sores.



**14. Imagine that you're a foremost teacher and an incredible role model for many young people. What would you advise to the students if they are eager to be as famous as you?**

## UNIT II

adolescent	enterprise	obligation
adult	essential quality	relevance
all-rounder	ignorance	scarcely
boredom	intellectual distinction	sympathetic
confidence	moral certainty	to promote

**1. Read the new words and word combinations with their translation and write them down into the vocabulary. Pay attention to their spelling.**

- adolescent [ˌxɒl(ə)ˈles(q)nt] – підліток
- adult [ˌxɒlˈAlt] – доросла (повнолітня) людина
- all-rounder [ˌlʌlˈraʋndə] – різностороння людина
- bored [ˌbɒlˈd] – що нудьгує
- confidence [ˈkɒnfɪd(ə)ns] – довіра
- enterprise [ˈentəpraɪz] – ініціатива, винахідливість
- essential quality [ˈɪsqʌS(q)lˈkwɒlɪtɪ] – основна якість
- ignorance [ˈɪgnərqns] – неучтиво, неосвіченість
- obligation [ˌɒblɪˈgeɪS(q)n] – обов’язок, зобов’язання
- relevance [ˈrelv(ə)ns] – доречність
- scarcely [ˈskɜːsli] – навряд чи, ледве
- sympathetic [ˌsɪmpəˈtɛtɪk] – співчутливий

9. intellectual distinction [ˈɪntəl-  
lekʃvəl dɪs'tɪŋkʃən] – інтелектуа-  
льний розвиток
10. moral certainty ['mɒrəl 'sɜːtntɪ] –  
внутрішня впевненість
15. to promote [prə'məʊt] – сприяти,  
стимулювати

## 2. Read the word combinations and sentences and answer the questions.

1. A clever **adolescent**, a fat *adolescent*, an ignorant *adolescent*, an educated *adolescent*. – Is your sister an educative *adolescent*? – Yes, she is a very educative, but shy *adolescent*. A good foremost teacher helps the *adolescents* to believe in themselves. Teachers are forbidden to regard adolescents as overgrown children. Are you clever or ignorant *adolescent*?

2. An **adult** child, an *adult* woman, an *adult* man, an *adult* malefactor. – What is Mary by profession? – She is a reporter, she writes articles about *adult* malefactors. An experienced teacher is prepared to regard adolescents as young *adults* rather than overgrown children. How do you think are you ready for *adult* existence?

3. A clever **all-rounder**, a cultured *all-rounder*, an *all-rounder* and a highly tailored person. Teachers are lucky if they also *all-rounders* both in mind and hand. – Is your teacher an *all-rounder*? – Unfortunately, no, he is a highly tailored person. Are you an *all-rounder*? Why do you think so?

4. A **bored** person, a *bored* student, a *bored* teacher, a *bored* teacher and a clever student, a *bored* to death student. – Why are you so sad? – I'm *bored*. A *bored* teacher inculcates boredom. Some psychologists study *bored* people. How do you think is it good to be a *bored* person? How often are you *bored*?

5. To bring **confidence**, to take someone into one's *confidence*, in *confidence*, a *confidence* game, to enjoy smb's *confidence*, to win smb's *confidence*. A foremost teacher who

outstrip his time always wins his students *confidence*. How do you think is it good to enjoy smb's *confidence*?

6. A person of great **enterprise**, to show an *enterprise*, a private *enterprise*, a joint *enterprise*. Who is always bored never shows an *enterprise*. – Why is this journal so popular? – Because the editor is a person of great *enterprise*. Young people are attracted by well-organized *enterprise*. Do you like to show an *enterprise*?

7. An **essential quality**. Her *essential qualities* are kindness and habit of work. – Is you mother talented? – Yes, she is. This is her *essential quality*. The two *essential qualities* of a teacher are intellectual distinction and sympathetic understanding of young people. What are your *essential qualities*?

8. To show **ignorance**, the complete *ignorance*, the *ignorance* is bliss, where *ignorance* is bliss 'tis folly to be wise. – Do you like this girl? – No, I don't. She always shows *ignorance*. An ignorant teacher teaches *ignorance*. Do you agree with the idiom: "Where *ignorance* is bliss 'tis folly to be wise"?

9. A considerable **intellectual distinction**, to have great *intellectual distinction*. One of two essential qualities of a teacher is *intellectual distinction*. Who is this? – This is Polly. – Is she clever? – Yes, she is. Her *intellectual distinction* is great. What can you say about your *intellectual distinction*?

10. The **moral certainty**, to have *moral certainty*, the *moral certainty* and the good manners. – What are his essential qualities? – His essential qualities are *moral certainty* and good manners. A good teacher inculcates good manners and *moral certainty*. Do you have *moral certainty*?

11. A moral **obligation**, a social *obligation*, family *obligations*, an *obligation* to one's parents, to feel an *obligation*, to fulfil an *obligation*. – Why does your little sister go to school every day? – It is her *obligation*. We have an *obligation* to help our parents. Do you have some *obligations*?

12. A **relevance** analysis, a good deal of *relevance*, to have *relevance* to smth. – Why are you so angry? – I'm angry, because your there is no good deal of *relevance* in your words.

There is a good deal of *relevance* in the old joke that “Those who can, do, those who can’t, teach.” How do you think is it important to think about *relevance* of facts when you say smth?

13. *Scarcely* ever. I *scarcely* think so. – Did you see your brother yesterday? – Yes, I did. *Scarcely* had I finished washing the dishes when he came. – Why are you crying? – My friends offended me. – I think it was *scarcely* in their interest. Some people think that teaching is *scarcely* a profession. How do you think are they right?

14. A *sympathetic* talk, a *sympathetic* attitude, a *sympathetic* understanding, a *sympathetic* understanding and rude attitude. – Do you like your English teacher? – No, we don’t. She is unkind and she hasn’t such quality as *sympathetic* understanding of young people. How do you think is it important for person to be a *sympathetic* listener?

15. To *promote* healthy life, to *promote* good conditions for teaching and studying, to *promote* balanced mental and moral state of children. – Why do you like to do morning exercises every day? – Because regular exercises *promote* good health. How do you think what *promotes* your balanced mental and moral life?

**3. Read the sentences, translate into English the words of the sentences given in brackets, learn the additional information about what you have read from your group-mate.**

1. Every (*підліток*) has his own inner world, his own (*характер*) and his own (*інтелектуальний розвиток*). 2. (*Передовий вчитель*) who (*присвячує*) himself to teaching always regard his students as young (*дорослі люди*) rather than overgrown children. 3. (*Навряд чи*) students will respect the teacher who doesn’t understand their (*психологія*). 4. They will love and respect (*співчутлива, різностороння людина*). 5. It (*бути*

забороненим) to be (нудним) and to be ignorant. 6. (Навівання) of (внутрішня впевненість) is also one of the most important (основна якість) of the good teacher. 7. If the teacher sows knowledge and (звичка працювати), he reaps bright answers and (ініціатива), if he sows love, he reaps (довіра), but if he sows hate and (неосвіченість), he reaps hate and disgust. 8. Some people think that the main teacher's (зобов'язання) is to keep their children off the street, but their real (зобов'язання) is to (сприяти) balanced mental and moral state of children and good (умови) for studying. 9. Is there some relevance in the joke that "Those who can, do, those who can't, teach"? 10. Can you name the main essential qualities of a foremost teacher? 11. Are you an all-rounder? 12. Can you analyze your intellectual distinction? 13. Do you have some obligations in your family (school)?

**4. Read and translate the text. Answer the following questions, be ready to retell it.**

## **THE TEACHING PROFESSION**

Let's analyze what kind of men and women we want in teaching profession. There is a good deal of relevance in the old joke that "Those who can, do, those who can't, teach." It means that teaching, even today, is scarcely a profession. There are university lecturers who know nothing about teaching and don't have habit of work. They don't want to observe educational process and never make a little bit considerable contribution to the studying. There are educational administrators who act in a way that shows that they have never stopped to consider the obligations due to members of a profession. There are teachers whose actions sometimes indicate little of the sense of responsibility which is the mark of a professional person. And there is

the public which still thinks that the teaching profession exists simply to keep their children off the streets between nine o'clock in the morning and four o'clock in the afternoon. We haven't yet decided the kind of people we needed as teachers and the kind of conditions we need to attract them.

It is not an easy task to be a good teacher. You should know perfectly the subject you teach, you must be well-educated and well-informed. The two essential qualities of a teacher are intellectual distinction and sympathetic understanding of young people. Also he needs a great measure of human understanding and sense of responsibility which will enable him to play his part in forming the character of young people. To both these tasks he must bring confidence and enthusiasm. He also should remember that an ignorant teacher teaches ignorance, a fearful teacher teaches fear, a bored teacher teaches boredom. But a good teacher develops in his pupils the burning desire to knowledge, inculcates good manners and moral certainty; he helps the adolescents to believe in themselves, because he has the great influence on them.

There are other very important but not essential qualities. Teachers are lucky if they also all-rounders both in mind and hand. They are also lucky if they have administrative gifts because young people are attracted by well-organized enterprise. Teacher deals with the young, with those whose minds and characters are forming. The teacher shares the parents' responsibilities and joy of direct involvement in promoting the healthy and balanced mental and moral life of children. Adolescents can be greatly influenced when they feel that they are being taught by educated and experienced men and women who are prepared to regard them as young adults rather than overgrown children.

As John Steinback once said, a great teacher is a great artist and you know how few great artists there are in the world. Teaching might even be the greatest of the arts.

1. Why is there a good deal of relevance in the old joke that “Those who can, do, those who can’t, teach”? Explain your point of view.
2. Who act in a way that shows that they have never stopped to consider the obligations due to members of a profession? How do you think why they behave like that?
3. What is the mark of a professional person? Do you agree with this fact?
4. What does the public think about the reason of existing of the teaching profession? Do you know such people? What do you think about them?
5. Why is it not an easy task to be a good teacher? Explain your point of view.
6. What are the main essential qualities of a teacher? How do you think is it enough for the foremost teacher just to have these qualities? Can you add some?
7. Is it important for the teacher to be all-rounder both in mind and hand? Why do you think so?
8. How should a good teacher regard his students? Do you agree with this statement? Do you know such teachers?
9. What did J. Steinback once say about the teacher? How do you think was he right?

**5. Read the following word combinations and sentences. Cover the left side of exercise and try to translate the word combinations and sentences.**

1. to reveal the fact

| 1. виявити факт

2. to be scarcely a professional	2. навряд чи бути професіоналом
3. the sense of responsibility	3. почуття відповідальності
4. an adult malefactor	4. повнолітній правопорушник
5. a bored to death student	5. нудьгуючий до смерті студент
6. take smb into one's confidence; in confidence; confidence game; to have smb's confidence	6. довірити кому-небудь свої таємниці; по секрету; шахрайство; користуватися чияюсь довірою
7. a private enterprise	7. особиста ініціатива
8. a joint enterprise	8. спільна ініціатива
9. to have relevance to smth	9. мати відношення до чогось
10. scarcely ever	10. майже ніколи
11. to promote balanced mental and moral state of children	11. сприяти збалансованому розумовому і моральному стану дитини
12. to have enthusiasm	12. мати ентузіазм
13. to be all-rounder	13. бути різносторонньою людиною
14. It reveals the fact that teaching, even today, is scarcely a profession.	14. Виявляється факт, що викладання, навіть сьогодні, навряд чи є професією.
15. The sense of responsibility is the mark of a professional person.	15. Відчуття відповідальності – це виключна риса професіоналу.
16. Where ignorance is bliss 'tis folly to be wise.	16. Там, де неосвіченість благо, гупо бути мудрим.
17. The two essential qualities of a teacher are intellectual distinction and understanding of young people.	17. Двома основними якостями вчителя є високий інтелектуальний розвиток та співчутливе розуміння молодих людей.
18. Teachers are lucky if they happen to be all-rounders.	18. Вчителям поталанило, що вони виявилися різносторонніми людьми.
19. Adolescents can be greatly influenced if they are taught by the mature men	19. На молодих людей може бути здійснений величезний вплив, якщо їх будуть вчити дорослі



and women.

чоловіки та жінки.

**6. Look through the text and give the main idea of it.**

**7. Use the statements of the text, do the following tasks.**

**a) Prove that**

- There are university teachers who know nothing about teaching.
- It is not an easy task to be a good teacher.
- The teacher forms the character of young people.
- The teacher shares the parents' responsibility.

**b) Explain why**

- Teaching is scarcely a profession.
- The teacher must be well-educated and well-informed.
- An ignorant teacher teaches ignorance.
- The teacher must regard adolescents as young adults rather than overgrown children.

**8. Translate the sentences into English and write them down.**

1. На жаль, ми до сих пір не можемо вирішити, які люди нам потрібні в якості вчителів.
2. У деяких вчителів дуже слабо розвинене відчуття відповідальності, яке є основною якістю цієї професії.
3. Одне з головних завдань вчителя – допомогти молодим людям повірити в себе.
4. Молоді дуже поталанило, якщо їх вчителі мають адміністративний талант.
5. Дуже важливо для молодих людей, якщо їх вчитель виявився різносторонньою людиною.
6. Двома основними якостями вчителя є його інтелектуальний розвиток та розуміння проблем молоді.

7. Там, де неосвіченість благо, гупо бути мудрим.
8. Нам треба пам'ятати, що неосвічений вчитель вчить неосвіченості, переляканий вчитель вчить страху.

**9. Write the words given in brackets from ex. 3 in the form of dictation.**

**10. Express your opinion about our school educational system. Tell about the model of perfect teacher. What essential qualities must he (she) have? Do you know such teachers? How do you think is it possible to be a perfect teacher? Explain your point of view.**

**11. Speak to each other on the following topics.**

1. Your school and its influence on you.
2. The model of a perfect school.
3. Essential qualities of the teacher.
4. The conditions for teaching and for studying.
5. The teacher as a great artist.

**12. Write about the model of perfect teacher.**

**13. Role-play.**

## **TEACHERS ALWAYS INSPIRE MORAL CERTAINTY IN THEIR STUDENTS**

**Situation:** Everybody goes to school or university. Some pupils (students) like to spend their time there but some of them dislike it. They go to school (university) without pleasure and

practically every day complain to their parents that teachers don't understand them, they are too strict, sometimes insult them, use corporal punishment, humiliate them and suppress any initiative. Three groups of students discuss an urgent problem concerning relations among pupils (students) and teachers.

The main characters of the discussion are:

**Opponents** – is a group of participants, insisting on one or another point of view; **observers** – is a tutor with a few assistants.

Three groups prove the correctness of the opposite point of view.

**The first group proves that** it is not a great surprise if teachers are real friends for their pupils (students) because

- There are a lot of teachers who really love their profession and, of course, pupils (students).

- There are a lot of teachers who create a calm and friendly atmosphere at the lessons (classes).

- There are a lot of teachers who listen to pupils' (students') opinion and don't regard them as primitive children.

**The second group proves that** unfortunately there are a few reasonable teachers who are really responsible for their profession because

- Today the majority of teachers humiliate pupils' (students') dignity.

- Many teachers are not all-rounders. That's why they can't arouse interest in pupils (students). They even

don't try to do it.

- In general, nobody or practically nobody teaches children (pupils) with respect or love today.

**The third group proves that** it depends upon a particular person because

- Each profession has its own advantages and disadvantages and teaching is not an exception to the rule.
- Each person has an individual character and it is necessary to be able to find an individual approach to him/her.
- Each profession needs too much patience responsibility.

## **QUESTIONS FOR DISCUSSION.**

School (university) is a place where interesting events happen very often.

Teaching isn't a suitable profession for men mainly at school.

Teaching at school is pointless today.

How to direct pupils' (students') energy into the right channels?

Teacher must understand his pupils' (students') inner world and to be a good psychologist for them.

**14. Imagine that you have a wonderful opportunity of making an acquaintance with a qualified psychologist who is a real all-rounder. What questions about your pupils (students) will you ask him?**

## UNIT III

assignment	to encourage	lack
cause	to evaluate	to memorize
creative thinking	to face	objective
decision	high potential	outline
to depend	intelligent	

**1. Read the new words and word combinations with their translation and write them down into the vocabulary. Pay attention to their spelling.**

- |  |   |
|--|---|
| 1. assignment [ə'saɪnmənt] —<br>припис, завдання               | 3. creative thinking [kri'eɪtɪv 'tɪŋkɪŋ] —<br>творче мислення |
| 2. cause [kɔːz] — причина;<br>підстава; справа                 | 4. decision [dɪ'sɪʒn] — рішення                               |
| 5. to depend [dɪ'pend] — залежати                              | 10. intelligent [ɪn'telɪdʒ(ə)nt] — розумний,<br>кмітливий     |
| 6. to encourage [ɪn'kʌrɪdʒ] — підба-<br>дьорювати, заохочувати | 11. lack [læk] — нестача, брак; відсут-<br>ність              |
| 7. to evaluate [ɪ'veɪljʊeɪt] —<br>оцінювати                    | 12. to memorize [memə'raɪz] — за-<br>пам'ятовувати; заучувати |
| 8. to face [feɪs] — визнавати, зу-                             | 13. objective [əb'dʒektɪv] — об'єктивний,                     |

стрічати

ціль, задача

9. high potential [haɪ pə'tenʃ(q)l] –  
високий потенціал

14. outline [aʊ'taɪn] – обрис, контур

## 2. Read the word combinations and sentences and answer the questions.

1. A difficult **assignment**, two *assignments*, due to the *assignment*. It was a very easy *assignment* for Jack. He became a very clever person due to this difficult *assignment*. Who will do this *assignment*? – I will. Why are you so tired? – I am taking five classes and every night I prepare approximately five *assignments*. How many *assignments* a day do you usually prepare?

2. The **cause** of one's life, to have one's *cause*, the underlying *cause*, the immediate *cause*. It was the *cause* of my leaving. It is scarcely the *cause* of his bad knowledge. I asked him about the *cause* of such decision. A major *cause* of his success is his considerable contribution to the development of Ukrainian psychology. What is the major *cause* of your decision to become a teacher?

3. To **think creatively**, to have *creative thinking*. He must think *creatively*. *Creative thinking* helps foremost teachers to be successful. *Creative thinking* is a good quality for every researcher. Why are you reading this book? – I want to know how to improve my *creative thinking*. Nowadays computers are created with *creative thinking*. Do you have *creative thinking*?

4. A clear-cut **decision**, a momentous *decision*, an unfair *decision*, a difficult *decision*. Why are you crying? – I'm crying because of the teacher's *decision*, it was unfair. Knowing the student's high potential teacher asked what had caused him to make such a *decision*. Do you make important *decisions* easily?

5. To **depend on** something or somebody, to *depend on* a support. The strength and the pride of our country *depend on* us.

Why are you so sad? – I trained a lot to be ready for the game, but whether the game will be played *depends* on the weather. Confidence *depends* on sincerity. How do you think what does moral certainty *depend* on?

6. To *encourage* somebody to do something, to *encourage* a teacher to do his work well, to *encourage* a student to become all-rounder. Why are you so happy? – This visiting educator *encouraged* all the students to study. Is it kind to *encourage* the adolescent in his hopes? How do you think is it good for teacher to *encourage* his pupils?

7. To *evaluate* data, to *evaluate* knowledge, to *evaluate* character. Psychology helps us to *evaluate* person's character. Can you *evaluate* this pupil's knowledge? – No, I can, because I'm not his teacher. We need to *evaluate* our school programs to be sure we are teaching each child to think creatively. How do you think should the teacher *evaluate* his pupils' knowledge?

8. To *face* a problem, to *face* difficulties with a smile. He *faced* his mistake and asked to forgive him. The child *faced* his father with pride. Don't be angry with Tom, he will learn to *face* his emotional and mental problems. How do you think is it important to *face* your own mistakes?

9. A *high potential*, a low *potential*, to get a *high potential*, to be with a low *potential*, to fulfill one's *high potential*. What can you say about your brother Billy? – He is a good person with intellectual distinction a *high potential*. How do you think is it important for a career to have a *high potential*?

10. *Intelligent* people, to be *intelligent* and good-looking. Who is this *intelligent* man? – It's our teacher. He told me that she is an all-rounder and very *intelligent* and shy. What do you know about your neighbour Tommy? – I don't like this boy; he is very rude and scarcely *intelligent* person. Are you an *intelligent* person?

11. A *lack* of experience, a *lack* of trust and understanding, a *lack* of knowledge, a *lack* of influence and enterprise, a

*lack* of conditions, for *lack* of. Martha, go to the shop and buy some bread, butter, meat and milk. – I can't, there is a *lack* of money in this house. – But I have a *lack* of products in my fridge. Our society is full of problems as a result of the *lack* of teaching of creative thinking in the schools. How do you think is a *lack* of computers good for educational process?

12. To **memorize** information, to *memorize* a lot, to *memorize* a poem. Nowadays children don't like to *memorize* different rules. Did you *memorize* these ten new words? – Yes, I did. Ignorant students scarcely *memorize* some rules. Some students think that it is boring to *memorize* four pages of this, work two pages of that and outline three pages of something else every day. Do you like to *memorize* the rules?

13. The **objective** data, the *objective* reality, to take an *objective* decision. He expressed a very *objective* decision of this problem. You must think *objectively* about your future. Why are you so upset? – Because our teacher doesn't want to estimate me *objectively*. In the past twenty years a common *objective* of all schools programs has been developing critical and creative thinking. Do you think *objectively* about your future?

14. A beautiful **outline**, a clear *outline*. Can you make an *outline* of this picture and then give it to me? – I'll try, but I'm not sure that the *outline* will be good. Through the mist we could see the faint *outline* of the island. What are you doing tonight? – I have a lot of work; I must answer all the questions to the text and retell it using the questions as an *outline*. Can you make an *outline* of the picture?

**3. Read the sentences, translate into English the words of the sentences given in brackets, learn the additional information about what you have read from your group-mate.**

1. Every (*редактор*) must read everything in his newspaper. 2. The most difficult to read the articles about (*дослідження*). 3. That's why he must be (*різносторонньою людиною*) and also very well-educated. 4. Every (*редактор*) reads



(приблизно) hundreds of article every week, which are (складаються) of many different scientific terms and expressions. 5. Also the (обов'язок) of the (редактор) is to read everything very carefully. 6. It is a very hard work, you know! So it is important for him to have a (звичку працювати). 7. Some people say that the (основні якості) of a good (редактор) are: a) (винахідливість) – he must add something if the article is very (нудна); b) (внутрішня впевненість) – he must be absolutely sure in his work; c) he must love his difficult job! 8. Do you want to be a (редактор)? 9. Do you have some (умови) for students who want to write articles? 10. How do you think must the (редактор) know and understand the (психологію) of his readers? 11. How do you think what is the (внесок) of the (редакторів) to the development of Ukrainian literature?

**4. Read and translate the text. Answer the following questions, be ready to retell it.**

## **TEACHING CREATIVE THINKING**

*(After James A. Smith)*

Recently a very intelligent young fifteen-year-old told me he had decided to leave school and go to work. Knowing his high potential I asked what had caused him to make such a decision. I shall never forget Bob's answer. He said, "I'm not getting anything out of it. I am taking five classes and every night I prepare five assignments. It's memorize four pages of this, work two pages of that and outline three pages of something else. Gee, there is so much to memorize that I never get a chance to ask questions or to think myself about what I read. I want someone to listen to my ideas sometimes too."

In the past twenty years a common objective of all schools programs has been developing critical and creative thinking in each individual.

Children who are encouraged to think become more and more independent. An independent, thinking child will be able to express<sup>1</sup> himself well. He will learn to face emotional and mental problems. A dependent child, on the other hand, learns to imitate and follow set patterns in life rather than to take the initiative to think through his problems by himself. Our society is full of such imitation as a result of the lack of teaching of creative thinking in the schools. We do not need any more of the imitator.

We need to evaluate our school programs to be sure we are teaching each child to think creatively. We need to find and encourage the talent of our children. We, too, need to teach creatively, and evaluate our teaching.

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<sup>1</sup> able to express [lɪk'spres] – в змозі ви-  
словити

<sup>2</sup> on the other hand [l'ADq hɒnd] – з іншо-  
го боку

1. Who decided to leave school? Why?
2. What was the reason of the young man's decision?
3. The children who are encouraged become independent, don't they?
4. What will an independent and a dependent child be able to do after studying?
5. Do people need to find and encourage the talents of the children?
6. What do we need to do with school programs and for what?

**5. Read the following word combinations and sentences. Cover the left side of exercise and try to translate the word combinations and sentences.**

1. a difficult assignment	1. важке завдання
2. the underlying cause, the immediate cause	2. справжня причина, безпосередня причина
3. a clear-cut decision	3. чітке рішення
4. to encourage a teacher to do his work well	4. заохочувати вчителя виконувати свою роботу
5. to evaluate data; the objective data	5. оцінювати данні, об'єктивні данні
6. to face difficulties with a smile	6. зустрічати складності із усмішкою
7. to fulfill one's high potential	7. реалізувати свій потенціал
8. a lack of influence and enterprise	8. нестача впливу та ініціативи
9. the objective reality	9. об'єктивна реальність
10. I want someone to listen to me.	10. Я хочу, щоб хтось вислухав мене.
11. It is scarcely the cause of his bad knowledge.	11. Це навряд чи причина його поганих знань.
12. Creative thinking helps foremost teachers to be successful.	12. Творче мислення допомагає передовим вчителям бути успішними.
13. Confidence depends on sincerity.	13. Довіра залежить від щирості.
14. We need to evaluate our school programs to be sure we are teaching each child to think creatively.	14. Ми повинні оцінити наші шкільні програми, щоб бути впевненими, що ми навчаємо кожну дитину мислити творчо.
15. Our society is full of problems as a result of the lack of teaching of creative thinking in the schools.	15. Наше суспільство повне проблем які є результатом нестачі навчання творчого мислення в школах.
16. In the past twenty years a common objective of all schools programs has been developing critical and creative thinking.	16. За останні 20 років загальним завданням всіх шкільних програм був розвиток критичного та творчого мислення.

**6. Look through the text and give the main idea of it.**

**7. Use the statements of the text, do the following tasks.**

**c) Prove that**

- A school boy decided to leave school and go to work.
- Children who are encouraged to think become more and more independent.
- Dependent children follow set patterns.
- We need to evaluate our school programs.

**d) Explain why**

- A fifteen-year-old boy decided to leave school and go to work.
- An independent, thinking child will be able to express himself well.
- We need to evaluate our school programs.
- We need to find and encourage the talent of our children.

**8. Translate the sentences into English and write them down.**

1. Ми повинні заохочувати таланти наших дітей.
2. Всі діти залежать від своїх батьків.
3. Він повинен думати творчо, це його робота.
4. Наше суспільство повне проблем які є результатом нестачі навчання творчого мислення в школах.
5. Сьогодні школяр повинен запам'ятати багато сторінок цього, опрацювати багато сторінок того та законспектувати багато сторінок чогось ще.
6. Незалежна дитина із творчим мисленням навчиться зустрічати емоційні та душевні проблеми.

7. Я ніколи не забуду його відповіді на моє важке питання. Він дуже розумна людина.
8. Чому ти такий нещасливий? – Я хочу, щоб хтось вислухав мене.

**9. Write the words given in brackets from ex. 3 in the form of dictation.**

**10. Express your opinion about our school programs and their influence on pupils and students. Try to propose some changes. Are the nowadays school programs correspond (відповідати) to the modern life? Should the teacher teach creatively and develop creative thinking in his pupils? Explain your point of view.**

**11. Speak to each other on the following topics.**

1. Your university (school) load.
2. Creative thinking and its role in modern life.
3. Our society and its problems.
4. Emotional and mental problems of modern pupils.

**12. Write about the model of independent child.**

**13. Role-play.**

## **THE ADVANTAGES AND DISADVANTAGES OF LOGICAL AND CREATIVE THINKING**

**Situation:** Each person is individual in his/her own way. Some people are very emotional, hard-hearing and sensitive. They often give way to despair and lose their temper very

quickly. Other people are very sensible, rational and rely only on facts and logic. They try to keep a cool head in emergency in critical situations. Three groups of students discuss an urgent problem concerning people's mentality.

The main characters of the discussion are:

**Opponents** – is a group of participants, insisting on one or another point of view; **observers** – is a tutor with a few assistants.

Three groups prove the correctness of the opposite point of view.

**The first group proves that** creative thinking is exactly what pupils (students) need because

- Creative thinking helps pupils (students) to show their initiative and imagination.

- Creative thinking makes pupils' (students') life more vivid, colourful and emotional.

- Creative thinking helps pupils' (students') to become independent from old life patterns and allows them to express their opinion freely.

**The second group proves that** logical thinking is better because

- Such people are more sensible, rational and have real outlook on life.

- Logical thinking helps to be adjusted to difficult conditions and circumstances.

- It's not too bad to follow certain life norms and standards.

**The third group proves that** it's a philosophical question because

- It depends upon an individual person's character, mentality, inner world and perception of different vital events.
- It's good when both types of thinking are combined in one person because they have a lot of advantages..
- Both types of thinking also have a lot of disadvantages.

– **QUESTIONS FOR DISCUSSION.**

- The role of imitation in our life.
- Logical thinking makes life monotonous and boring.
- Creative thinking helps to find a way out of critical situations.
- It's necessary to develop creative thinking and to encourage pupils (students) at schools (universities)
- School (university) programs must include pupils' (students') creative and logical thinking training.

**14. Imagine that you are a teacher and work with students. Your group is very contrast and specific because one part of your group has creative thinking and the second one prefers facts and logic. That's why conflicts in the group break out very often. How will you resolve them?**

## **UNIT IV**

admission test	compulsory	indisputable
approximately	curriculum	overwhelming
to be comprised of	due to	majority
to be ranked	an equal opportunity	to tend
citizen	graduate	

1. Read the new words and word combinations with their translation and write them down into the vocabulary. Pay attention to their spelling.

- |  |  |
|--|--|
| 1. admission test [əd'mɪs(q)n test] – вступний тест          | 3. to be comprised of [kəm'prɪzɪd] – складатися з                    |
| 2. approximately [ə'prɒksɪmətli] – приблизно                 | 4. to be ranked [ræŋkt] – займати певне місце                        |
| 5. citizen ['sɪtɪz(q)n] – громадянин                         | 9. an equal opportunity [ɪ'kwəl 'ɒpə'tjʊnɪtɪ] – рівна можливість     |
| 6. compulsory [kəm'pʌs(q)rɪ] – обов'язковий                  | 10. graduate ['grædʒvɛlt] – випускник вузу                           |
| 7. curriculum (pl. curricula) [kə'rɪkjʊləqm] – курс навчання | 11. indisputable ['ɪndɪ'spjʊtəbl] – незаперечний                     |
| 8. due to [dʒu:] – завдяки, із-за                            | 12. overwhelming majority [ˈoʊvəwɪlɪŋ ˈmɔrɪtɪ] – переважна більшість |

2. Read the word combinations and sentences and answer the questions.

1. An **admission test**, an easy *admission test*, a difficult *admission test*, a confusing *admission test*, to analyze the *ad-*



*mission test*, the conditions for the *admission test*. – What are you doing now? – I’m preparing for the *admission test*. It has very big influence on my studies. You are a very lazy girl and the *admission test* will show your ignorance. What do you remember about your *admission test*?

2. Highly ***approximately***; there are *approximately* 24 children per classroom. Who is this adolescent? – Her name is Jane, she is *approximately* 18, and she is all-rounder and has a moral certainty. – And who is this young man? – He is our teacher, he promotes our research work, and he is *approximately* 35. Do you know the *approximately* rate of literate people in Ukraine and in the US?

3. To ***be comprised of*** higher educational establishments. My group *is comprised of* adults, but my sister’s group *is comprised of* adolescents. – Do you like your teachers? – Yes, I do. Our teaching stuff *is comprised of* the foremost teachers. Who is your group *comprised of*?

4. ***To be ranked*** seventh in population, *to be ranked* first in wealth; *to be ranked* second in knowledge. She *is ranked* as the finest and the most sympathetic teacher we have. The contribution of this foremost teacher *is ranked* as that, which outstrips our time. Do you agree that Ukraine is being *ranked* seventh in population?

5. A good ***citizen***, a bad *citizen*, a law-abiding *citizen*, an adult *citizen*, a bored *citizen*, a sympathetic *citizen*, a *citizen* who has habit of work. All *citizens* in Ukraine are guaranteed an equal opportunity to get free education. How do you imagine a model of a good *citizen* of Ukraine?

6. The ***compulsory*** education, the *compulsory* measures, the *compulsory* work, the *compulsory* education, but the unnecessary work. Complete general secondary education is *compulsory* in the state schools. – What are you doing? – I’m doing a very boring work. – So, don’t do it! – I can’t, it is *compulsory*. How do you think should the education be *compulsory*?

7. An open **curriculum**, a systematic *curriculum*, core *curriculum*, a *curriculum* director, curriculum vitae. Has language studies been introduced into the school *curriculum*? – Yes, of course. Some *curricula* tend to focus on those skills that are important in modern life. What is your core *curriculum*?

8. Good knowledge **due to** the experiences and foremost teachers, foolishness *due to* ignorance, all-rounder person *due to* strong desire of knowledge. *Due to* the state supported free education, the literacy rate is an estimated 99.4%. Your point of view is very considerable and your contribution to the system of education is great. – It is *due to* my knowledge and experience. How do you think is it possible to become clever *due to* reading “yellow” press? What should we read to become clever?

9. **An equal opportunity** to get education, *an equal opportunity* to find a job, *an equal opportunity* to become an all-rounder, *an equal opportunity* to show the enterprise. Why are you so sad? – I lost the game because we didn’t have *an equal opportunity* to win. How do you think do we have *an equal opportunity* to get free education?

10. A clever **graduate**, a stupid *graduate*, a bored *graduate*, the intellectual distinction of *graduates*, a clever, but shy *graduate*. Do you know this young man? – Yes, he is our foremost teacher, he is also our *graduate*. When will you become a *graduate*?

11. An **indisputable** fact, *indisputable* knowledge, an *indisputable* and considerable contribution, *indisputable* confidence. Who is this woman? – She is my friend, she is an editor, her articles have *indisputable* relevance. Who is *indisputable* leader in your group?

12. The **overwhelming majority** of our group, the *overwhelming majority* of our country. Who voted for this parliamentary candidate of our University? – The *overwhelming majority* of our group. What can you say about the *overwhelming majority* of students in your University?

**3. Read the sentences, translate into English the words of the sentences given in brackets, learn the additional information about what you have read from your group-mate.**

1. Many Ukrainian writers are women; they are (*різномоторонні люди*). 2. For example Lesya Ukrainka, a strong (*розумна*) woman with a bright (*творчим мисленням*), isn't (*займати місце*) last in Ukrainian literature. 3. The poems of Ukrainian poetesses made (*вагомий внесок*) to the world's cultural heritage. 4. (*Завдяки*) their (*внутрішній впевненості*), (*ініціативі*), (*незаперечній*) faith in our country, and (*високому потенціалу*) they have great (*вплив*) on (*переважна більшість*) of (*громадян*) of Ukraine. 5. They (*присвятили*) their lives to literature, to our Ukraine, they wanted to tell people the truth about love, friendship and problems of poor peasants, of poor Ukrainian women. 6. They denounced (*неуцтво*) of rich people. 7. Many of their poems (*винесли свій час*) and we read them now as if they were written in modern world. 8. Because in many Muslim countries it is (*заборонено*) for girls to study, to love and even to show their faces, they live in terrible (*умови*). 9. But fortunately there are women, who have very strong (*характер*) to overcome the difficulties; they are trying to change their lives for good, and we must (*запам'ятати*) their names. 10. Do you know what is (*обов'язковим*) for Muslim women? 11. How do you think do men and women in our country have (*рівні можливості*), for example while getting education?

**4. Read and translate the text. Answer the following questions, be ready to retell it.**

## EDUCATION IN UKRAINE

Present-day independent Ukraine has got a rather developed system of education. Ukraine produces<sup>1</sup> the fourth largest number of graduates in Europe, while being ranked seventh in population.

According to the Ukrainian constitution, all citizens are guaranteed an equal opportunity to get free education. Complete general secondary education is compulsory in the state schools which constitute the overwhelming majority. Today in our country there are a lot of different types of schools, gymnasiums and lycées and many foremost teachers work there.

Free higher education in state and communal educational establishments is provided on a competitive basis. There are also accredited private secondary and higher education institutes.

Due to the state supported free education, the literacy rate in Ukraine is approximately 99.4%. Since 2005, an eleven-year school program has been replaced with a twelve-year one: primary education takes four years to complete (starting at age six), middle education (secondary) takes five year to complete. There are then three years of upper secondary school. In the 12<sup>th</sup> grade students write the Government Tests of school-leaving exams. The Government Tests act as both school-leaving exams and university admission tests. Now the Ministry of education proposed the law about the reversion<sup>2</sup> of eleven-year school system, but it is still examining.

The Ukrainian higher education system is comprised of higher educational establishments, scientific and methodological facilities under federal, municipal and self-governing bodies in charge of education. The organization of higher education in Ukraine is built up in accordance with the structure of education of the world's higher developed countries, as is defined UNESCO and the UN.

#### *Language education*

Some universities teach foreign languages as specialties and specializations, and some – train specialists in the Ukrain-

ian language. These programs often include the history of languages, theoretical and practical courses of phonetics and grammar, lexicology, stylistics, literature analysis and business correspondence. Also they pay a lot of attention to the practice of speaking. Many foreign lecturers come to our country, give seminars and lectures in order to improve the students' speaking skills. Such curricula focus on those skills that are important in modern life.

Graduates from the Ukrainian institutions of higher learning become famous writers, scholars, who devote their lives to science, great diplomats, economists, mathematicians, physicists, chemists, psychologists and foremost teachers, who outstrip their time, whose works have indisputable relevance.

<sup>1</sup>to produce [prɪˈdʒɪts] – випускати

<sup>2</sup>reversion [rɪˈvɛːs(q)ən] – повернення

1. Has Ukraine have a rather developed system of education?
2. What kind of schools are there in modern Ukraine? How can you explain this fact?
3. Is the education free in our country? Give the exhaustive explanation.
4. What is the Government Tests? How can they help our pupils?
5. What is the Ukrainian higher education system comprised of?
6. Which university trains specialists in the Ukrainian language?
7. Who helps students of faculties of foreign languages to improve their speaking skills? How do you think why is it so important?
8. What can you say about the life of our graduates after their studying? How do you think why is it so?

**5. Read the following word combinations and sentences. Cover the left side of exercise and try to translate the word combinations and sentences.**

1. an easy admission test, a difficult admission test, a confusing admission test	1. легкий вступний іспит, складний вступний іспит, заплутаний вступний тест
2. highly approximately	2. дуже приблизно
3. to be ranked first in wealth	3. займати місце першого за заможністю
4. a law-abiding citizen	4. законослухняний громадянин
5. the compulsory measures	5. примусові заходи
6. an open curriculum, a systematic curriculum, core curriculum, a curriculum director, curriculum vitae	6. вільна програма, систематичний курс навчання, обов'язковий курс навчання, завідуючий навчальною частиною, резюме
7. an indisputable and considerable contribution	7. незаперечний та значний внесок
8. You are a very lazy girl and the admission test will show your ignorance.	8. Ти дуже ледача дівчина й вступний іспит покаже твоє неучтво.
9. The contribution of this foremost teacher is ranked as that, which outstrips our time.	9. Внесок цього передового вчителя розцінюється як таке, що випередило свій час.
10. All citizens in Ukraine are guaranteed an equal opportunity to get free education.	10. Всім громадянам України гарантовано рівну можливість отримати безкоштовне навчання.
11. Complete general secondary education is compulsory in the state schools.	11. Повне загальноосвітнє навчання є обов'язковим у державних школах.
12. Some curricula tend to focus on those skills that are important in modern life.	12. Деякі курси навчання схильні фокусуватися на тих навичках, які важливі у сучасному житті.
13. Who voted for this parliamentary candidate of our University? – The overwhelming	13. Хто голосував за цього кандидата в парламент нашого університету? – Переважна

majority of our group.	більшість нашої групи.
14. Who is this woman? – She is my friend, she is an editor, her articles have indisputable relevance.	14. Хто ця жінка? – Вона моя подруга, вона редактор, її статті мають незаперечну важливість.

**6. Look through the text and give the main idea of it.**

**7. Use the statements of the text, do the following tasks.**

**a) Prove that**

- Present-day independent Ukraine has got a rather developed system of education.
- Due to the state supported free education, the literacy rate in Ukraine is approximately 99.4%.
- The organization of higher education in Ukraine has a very high level.
- The universities which teach foreign languages pay a lot of attention to the practice of speaking.

**b) Explain why**

- Ukraine produces the fourth largest number of graduates in Europe.
- All citizens are guaranteed an equal opportunity to get free education.
- Many foreign lecturers come to our country, give seminars and lectures.
- Graduates from the Ukrainian institutions of higher learning become famous writers, scholars.

**8. Translate the sentences into English and write them down.**

1. Завдяки безкоштовному навчанню, яке підтримується державою, письменність в Україні складає приблизно 99,4%.
2. Сьогодні в Україні є багато різноманітних видів шкіл, ліцеїв та гімназій.
3. Всі громадяни України мають рівну можливість отримати безкоштовне навчання.
4. Багато університетів в Україні навчають іноземним мовам як спеціальності та як спеціалізації.
5. Деякі університети готують спеціалістів з української мови.
6. Всі курси навчання повинні бути сфокусовані на отримання навичок, які є важливими в сучасному житті.
7. Багато випускників нашого університету стали видатними вченими та передовими вчителями.

**9. Write the words given in brackets from ex. 3 in the form of dictation.**

**10.**

**10. Express your opinion about education in Ukraine. Tell about its advantages and disadvantages. How do you think is it possible to create a perfect system of education? Explain your point of view.**

**11. Speak to each other on the following topics.**

1. Education and its role in our country.
2. Twelve or eleven-year school program? What is better?
3. Interesting and useful curricula.
4. Graduates and their life after their studying.

**12. Write about advantages and disadvantages of**



**different school and university curricula.**

### **13. Role-play.**

## **EDUCATION IN MODERN YOUNG PEOPLE'S LIFE**

**Situation:** Practically each person gets higher education today. It's a burning question for a lot of young people to get it or not. So, three groups of students discuss an urgent problem concerning education in modern young people's life and its advantages and disadvantages.

The main characters of the discussion are:

**Opponents** – is a group of participants, insisting on one or another point of view; **observers** – is a tutor with a few assistants.

Three groups prove the correctness of the opposite point of view.

**The first group proves that** it is necessary to get a higher education diploma because

- Higher education broadens people's horizons especially if a graduate has a good command of any foreign language.

- Higher education opens a lot of perspectives and helps to get more prestigious job.

- There are a lot of courses nowadays which help students to develop a habit of work and skills that are important in modern life and in certain areas of their activity .

**The second group proves that** it is not necessary to get higher education because

- Qualified specialists don't want to give a job to yesterday's graduates.

- It's very hard to find a well-paid permanent job .

- Graduates often don't work in their speciality because of financial problems.

**The third group proves that** it's a burning and philosophical question because

- Not all teachers have the sense of responsibility towards pupils (students) and that's why they don't want to study at all.
- Getting a good and well-paid job depends only upon luck.
- Everyone has their own truth according to this problem.

## **QUESTIONS FOR DISCUSSION.**

Live and learn.

Learning is light and ignorance is darkness.

Experience keeps a dear school.

Experience teaches us wisdom.

It is never too late to learn.

**14. Imagine that you are a teacher and work with students. Your group is very serious and hard-working but one student from your group begins to prove you that to get a higher education is a complete waste of time. How will you react to it?**

## UNIT V

to be admit to	diligent	scholarship
to be proud of	double period	stupendous
be successful in	great service	to train ( <i>teachers</i> )
to be worth	to have a bite	

**1. Read the new words and word combinations with their translation and write them down into the vocabulary. Pay attention to their spelling.**

- |   |   |
|---|---|
| <p>1. to be admitted (<i>to</i>) [qd'mɪtɪd] – бути прийнятим у</p> <p>2. to be proud of [praʊd] – пишатися (ким-н. або чим-н.)</p> <p>3. to be successful in [sʌk'sesfʊl] – бути успішним в</p> <p>4. to be worth [wɜːt] – бути достойним чого-н.</p> <p>5. diligent [dɪlɪdʒ(ə)nt] – старанний</p> <p>6. double period [ˈdʌbl'pɪərɪəld] – здвоєний урок, «пара»</p> | <p>7. great service [ɡreɪt'sɜːvɪs] – велика заслуга</p> <p>8. to have a bite [baɪt] – перекусити</p> <p>9. scholarship [ˈskɒləʃɪp] – стипендія</p> <p>10. stupendous [stjʊ'pendəs] – дуже важливий</p> <p>11. to train (<i>teachers</i>) [treɪn] – навчати готувати</p> |
|---|---|

**2. Read the word combinations and sentences and answer the questions.**

1. *To be admitted to* the company, *to be admitted to* the Association, *to be admitted to* the corporation. Why are you so happy? – My brother *was admitted to* the university. This Uni-

versity *was* one of the first among Ukraine's Universities and Institutes *admitted to* the Association of European Universities. When *were* you *admitted to* the university?

2. **To be proud of** the children, *to be proud of* the research work, *to be proud of* good conditions in the university. This man is very happy. He's very *proud of* his daughter's achievements. The students *are* very *proud of* their university and its foremost teachers. What or who *are* you *proud of*?

3. **To be successful in** business, *to be successful in* Economy, *to be successful in* foreign languages. What do you know about Mary? – Mary is a very good student; she *is successful in* many subjects. Students should work hard during the whole year *to be successful in* exams. If you ask someone the question “Any luck?” or “No luck?”, it means that you want to know if they *have been successful in* something they were trying to do. What subjects *are* you *successful in*?

4. **To be worth** saying, *to be worth* seeing, *to be worth* doing. If a job *is worth* doing, it *is worth* doing properly. Do you want to go to the theatre with me? – I don't know. Do you think this play *is worth* seeing? Why do you want to buy this book? – Because it *is worth* reading. How do you think is there something in the world which *is worth* seeing?

5. **Diligent** in one's work, *to be diligent*, *to be a diligent* student. He was a *diligent* student, working day and night. All-rounders are very *diligent* people. In the university there are equal opportunities and conditions *to be diligent* students. Are you a *diligent* student?

6. A **double period**, two *double periods*, three *double periods*, an interesting **double period**, boring *double periods*, compulsory *double periods*. How many *double periods* do you have today? – We have two *double periods*. In our Pedagogical University the students usually have three or four *double periods*. How many *double periods* do you have every day?

7. The **great service** to the state, the *great service* to the

university, the *great service* to the motherland. For its *great services* in training teachers the Pedagogical University received the name of outstanding pedagogist Konstantin Dmitrievich Ushinsky in 1945. Do you have some *great services*?

8. **To have a bite**, *to have a bite* in the canteen, *to have a bite* at home, *to have a bite* and to have a rest, *to have a bite* during the break. Where are you going? – I'm going *to have a bite* in the canteen. – I prefer *to have a bite* in McDonald's. Where do you usually *have a bite* and approximately how long?

9. A big **scholarship**, a little *scholarship*, a heightened *scholarship*. Why do you study so hard, I know that you receive *scholarship*? – I want to get a heightened *scholarship* this year. In Ukraine those students who are diligent pass exams successfully in winter and summer, get their *scholarship*. Do you receive *scholarship*?

10. A **stupendous** university, a *stupendous* opportunity, a *stupendous* citizen, a *stupendous* admission test, a *stupendous* and considerable contribution. In Ukraine there are a lot of *stupendous* universities and institutes. Many scientists and foremost teachers of our University made *stupendous* and considerable contributions to the development of Ukrainian science. What do you know about t a *stupendous* contribution by K. D. Ushinsky to the development of education?

11. **To train** teachers, *to train* students, *to train* pupils, *to train* sportsmen. Odessa's Pedagogical University was awarded for its great services in *training* teachers. Now there are about 15 faculties in the Pedagogical University which *train* teachers in many subjects. Have you ever *trained* pupils?

**3. Read the sentences, translate into English the words of the sentences given in brackets, learn the additional information about what your have read from your group-mate.**

1. Let's (*аналізувати*) the image of modern Ukrainian

(підліток). 2. He must be (різностороння людина), he also must have (внутрішню впевненість) and (незаперечний) (вплив) to the children, because they want to be like him, and also (високий потенціал). 3. Let's be (об'єктивними). Do you know that (приблизно) 35% of (підлітків) don't know who is Napoleon and Beethoven? (Неуцтво) is a (причина) of this. 4. It is very sad, because in Ukraine all (громадяни) have (рівні можливості) in studying, but they don't want to. 5. Do you know that (переважна більшість) of modern students don't want to go to the theatres and museums and they visit just discos? 6. But they should remember that only educated (підліток) can (займати певне місце) a noble place between (дорослі люди). 7. (Неуцтво) is the norm today, (довіра) and (співчутливе) attitude are forgotten. 8. Nobody needs (ініціати-ва). 9. Do you want to live like that? "What can I do?" you can ask. The answer is inside of you, try to change yourself: your habits, your style of life. Try to develop in yourself (звичку працювати), and burning desire to knowledge. And you will see the world around you will be different. 10. How do you think why (редактори) must be very attentive in their work? 11. Can you name the main (основні якості) of modern (підліток)?

**4. Read and translate the text. Answer the following questions, be ready to retell it.**

**SOUTH-UKRAINIAN NATIONAL  
PEDAGOGICAL UNIVERSITY NAMED AFTER  
K. D. USHINSKY**

In Ukraine there are a lot of stupendous universities and institutes. South-Ukrainian National Pedagogical Univer-

sity named after K. D. Ushinsky is worth saying about.

This university is one of the oldest schools in Ukraine, and it was the first pedagogical institution in the south of our country. It starts his long journey on the 2<sup>nd</sup> of May in 1817, when it was founded in Odessa by the Empire Alexander I on the basis of Richelieuvsky Lycée.

During its long history, its name was changed several times, from Pedagogical Institute and Ukrainian Teaching Institute to Odessa's Pedagogical Institute, and then, for its great services in training teachers in 1945 it received the name of outstanding pedagogist Konstantin Dmitrievich Ushinsky.

The University was one of the first among Ukraine's Universities and Institutes admitted to the Association of European Universities and became the member of the International Association of Universities (IAU). Also it is the member of Observatory of the Magna Charta<sup>1</sup> and the East-European University Network<sup>2</sup> (EEUN).

More than 100.000 teachers all over the world were students of this university. Many of them became foremost teachers and great scientists of Ukraine, who outstripped their time in their research work. And many graduates stayed there as teachers. Today many well known educators work there. Among them: R. Martynova, A. Bogush, A. Chebykin, V. Chumak and others. That's why, it goes without saying<sup>3</sup>, students are very proud of their university. Now there are about 15 faculties in the University which train teachers in many subjects: Ukrainian, Foreign Languages, Physics<sup>4</sup>, Mathematics<sup>5</sup>, Biology<sup>6</sup> and Chemistry<sup>7</sup>, Philosophy<sup>8</sup> and History, Primary<sup>9</sup> and Nursery<sup>10</sup> Education, Physical Education, Computer Study, Psychology<sup>11</sup> and others. Also there is a good and big library in it, many reading rooms and computer classes, and for those, who go in for sports, the University has a good gymnasiums and a stadium.

The academic year in the University starts in September and lasts for 10 month. There are two terms in each year:

an autumn term and a spring term. As a rule, classes in the University begin at 8 a.m. The students usually have three or four double periods. The breaks between them are 20 minutes, so they can go to the canteen and have a bite, or just to have a rest. Twice a year the students take their exams: in January and in June. But, of course, they should work hard during the whole year to be successful in exams. Those who are diligent students pass exams successfully in winter and summer, get their scholarship. They like to say that in spite of the fact that it is difficult enough to study in the University they like it very much, it is the great pleasure to be a member of that friendly family – South-Ukrainian National Pedagogical University named after K. D. Ushinsky.

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<sup>1</sup> Observatory of the Magna Charta

[q'b'zE:vqt(q)rl qv mxgnq'kRtq] – Обсерваторія Великої хартії вільностей

<sup>2</sup> the East-European University Network (EEUN) [jst jV(q)rq'p]qn jHnl'vE:slt netwE:k] – Східноєвропейська асоціація університетів

<sup>3</sup> It goes without saying [It gq'vs w'l'DaVt seIN] – ясен, безперечно

<sup>4</sup> Physics [f'izlks] – фізика

<sup>5</sup> Mathematics ['mxtq'mxtlks] – математика

<sup>6</sup> Biology [bal'PlqGI] – біологія

<sup>7</sup> Chemistry ['kemi:stɹl] – хімія

<sup>8</sup> Philosophy [f'l'Psqfl] – філософія

<sup>9</sup> Primary Education ['praIm(q)rl] – початкове навчання

<sup>10</sup> Nursery Education ['nEs(q)rl] – дошкільна освіта

<sup>11</sup> Psychology [sa'l'kPlqGI] – психологія

1. Are there many stupendous universities and institutes in Ukraine? How do you think why?
2. Is SNPU named after K. D. Ushinsky old? How old is it?
3. What was its first name?
4. When and why was SNPU named after K. D. Ushinsky?
5. How many teachers were students of SNPU?
6. Is teaching a noble profession? Prove it.
7. How long does an academic year last? How many terms is it divided into?



8. Where can the students of SNPU have a bite? Where do you prefer to eat?
9. Why is it very important to be successful in exams? Are you a diligent student?
10. What is a scholarship? Do you receive a scholarship? Does anybody in your group receive a heightened scholarship?

**5. Read the following word combinations and sentences. Cover the left side of exercise and try to translate the word combinations and sentences.**

- |   |   |
|---|---|
| 1. to be admitted to the Association  | 1. бути прийнятим до Асоціації  |
| 2. to be proud of the research work   | 2. пишатися науковою роботою  |
| 3. to be successful in business   | 3. бути успішним в бізнесі  |
| 4. to be worth seeing   | 4. бути вартим, щоб подивитись  |
| 5. diligent in one's work   | 5. старанний в роботі   |
| 6. two double periods   | 6. дві «пари»   |
| 7. the great service to the state   | 7. велика заслуга перед державою  |
| 8. a heightened scholarship   | 8. збільшена стипендія  |
| 9. a stupendous and considerable contribution   | 9. вагомий внесок великої важності  |
| 10. He's very proud of his daughter's achievements.   | 10. Він дуже пишається успіхами своєї дочки.  |
| 11. If you ask someone the question "Any luck?" or "No luck?", it means that you want to know if they have been successful in something they were trying to do. | 11. Якщо ви запитате когось «Якась вдача?» або «Нема вдачи?», це означає, що ви хочете знати чи досягнули вони успіху в чомусь, що вони намагались зробити. |
| 12. He was a diligent student, working day and night.   | 12. Він був старанним студентом, який вчився день і ніч.  |
| 13. For its great services in train-  | 13. За свої великі заслуги у під-   |

ing teachers the Pedagogical University received the name of outstanding pedagogist K. D. Ushinsky in 1945.	готовці вчителів, Педагогічний університет отримав ім'я видатного педагога К. Д. Ушинського в 1945.
14. In Ukraine those students who are diligent pass exams successfully in winter and summer, get their scholarship.	14. В Україні ті студенти, які вчаться старанно, складають іспити успішно взимку та влітку, отримують стипендію.
15. Many scientists and foremost teachers of our University made stupendous and considerable contributions to the development of Ukrainian science.	15. Багато вчених та передових вчителів нашого університету зробили вагомі внески великої важності у розвитку української науки.

**6. Look through the text and give the main idea of it.**

**7 Use the statements of the text, do the following tasks.**

**a) Prove that**

- In Ukraine there are a lot of stupendous universities and institutes.
- The name of SNPU was changed several times.
- Many well known teachers work in SNPU.
- The students have to pass their exams twice a year.

**b) Explain why**

- SNPU received the name of outstanding pedagogist Konstantin Dmitrievich Ushinsky.
- The students are proud of SNPU.
- The breaks between the double periods are 20 minutes.
- The students want be successful in exams.

**8. Translate the sentences into English and write them down.**

1. Південноукраїнський національний педагогічний універ-

- ситет імені К. Д. Ушинського вартий того, щоб про нього говорити.
2. Університет був одним з перших університетів та інститутів України прийнятий до складу Асоціації Європейських Університетів.
  3. Багато студентів університету стали передовими вчителями та великими вченими України, які випередили свій час.
  4. Безперечно, студенти дуже пишаються своїм університетом та своїми викладачами.
  5. Зараз в університеті понад 15 факультетів, які готують вчителів за багатьма предметами.
  6. Академічний рік починається у вересні та триває 10 місяців.
  7. Старанні студенти, які тяжко працювали протягом року, успішно здають іспити та отримують стипендію.

**9. Write the words given in brackets from ex. 3 in the form of dictation.**

**10. Express your opinion about SNPU. Tell what you would like to change or improve. Explain your point of view. What do you know about other universities in Ukraine (your native city)? Tell about one of them.**

**11. Speak to each other on the following topics.**

1. The different methods of teaching in your University.
2. Written test or oral exam. What is better?
3. Exams and tests as a form of improvement of quality of knowledge.
4. Teachers and students – friends or enemies?

**12. Write about the students' life in your university using the following additional information.**

**13. Role-play**

**THE INFLUENCE OF TESTS AND EXAMS ON MODERN STUDENTS' MENTAL CAPACITIES**

**Situation:** Every year, in January and in June, students pass their exams and tests. Some of them pass exams and write tests calmly because they are confident in their knowledge and don't rely on luck. Another category of students hates tests and exams and thinks that teachers are too unfair towards them. That's why even scholarship can't motivate students to pass their exams without so-called nervous break-down. Three groups of students discuss an urgent problem concerning exams and tests in modern students' life.

The main characters of the discussion are:

**Opponents** – is a group of participants, insisting on one or another point of view; **observers** – is a tutor with a few assistants.

Three groups prove the correctness of the opposite point of view.

**The first group proves that** it is a normal phenomenon to pass test or exams and there is no need to be scared with them because

- If a person worked hard during the whole year he\she'll pass tests or exams successfully.

- Magic word «scholarship» will always induce everybody to pass exams .

- Positive attitude towards tests or exams will direct students' energy and thoughts on the right path.

**The second group proves that** it is impossible to pass tests or exams without emotional stress because

- A lot of teachers are unfair towards students and underestimate their abilities and knowledge.
- The overwhelming majority of students are enforced to work because of financial problems and teachers don't understand them in this situation.
- Many teachers treat students as overgrown children and make them consider themselves failures.

**The third group proves that** it's a burning and philosophical question because

- Not all teachers are unfair towards students and humiliate their dignity.
- On the one hand, successful results of test and exams depend upon hard work but, on the other hand, depend on luck.
- The perception of the given problem also depends on a particular person and his/her character.

## **QUESTIONS FOR DISCUSSION.**

Scholarship always stimulates students not to be failures.

Credit test as a form of students' knowledge improvement .

The advantages and disadvantages of tests.

The advantages and disadvantages of oral exams.

A heightened scholarship gives students more opportunities.

**14. Imagine that you are a teacher and work with**

students. Your group is very serious and hard-working but there are a few students in your group who decided to leave the university on the eve of state exams. They explained to you that they didn't see any essence in passing exams and that's why they would take their documents and start working. How will you react to these words? Will you convince them to pass state exams and then to do everything they want? Or maybe something else?

## UNIT VI

ancient	enrich	founder
contain	era	literary language
date back	fall under the dominion	outstanding
development	folk songs	vernacular

**1. Read the new words and word combinations with their translation and write them down into the vocabulary. Pay attention to their spelling.**

- |   |   |
|---|---|
| 1. ancient [ˈeɪnSənt] – старовинний                       | 7. fall under the dominion [dɒˈmɪnɪən] – підпасти під владу |
| 2. contain [kənˈteɪn] – містити в собі, вміщати           | 8. folk songs [fɒk sɒŋs] – народні пісні                    |
| 3. date back [deɪt bæk] – вести початок (від), датуватися | 9. founder [ˈfaʊndə] – засновник                            |
| 4. development [dɪˈveləpmənt] – по-                       | 10. literary language [ˈlɪtərərɪ ˈlɪŋgwɪdʒ] –               |

## ЗВИТОК

## літературна мова

5. enrich [ɪnˈrɪʃ] – збагачувати

11. outstanding [aʊtˈstændɪŋ] – видатний, знаменитий

6. era [ɪˈrɑː] – ера, епоха

12. vernacular [vɜːˈnækjʊlə] – народний, місцевий

## 2. Read the word combinations and sentences and answer the questions.

1. An **ancient** building, an *ancient* culture, an *ancient* literature, the psychology of *ancient* people, to evaluate an *ancient* finding. What do you know about the *ancient* Ukrainians? – I know that *ancient* Ukrainians were very intelligent people with strong character. Do you like to read books about *ancient* times?

2. To **contain** a lot of information, to *contain* a lot of knowledge. The question itself *contains* an answer. The outstanding work of the 12<sup>th</sup> century “Slovo o Polku Ihorevim” *contains* a lot of Ukrainian words. This dictionary *contains* many useful and interesting words. The assignments of the admission test *contain* many difficult tasks. Do you know the book which *contains* a lot of information and knowledge?

3. To **date back**, to *date back* to the ancient times, to *date back* to the Middle Ages. This ancient book *dates back* approximately to the Middle Ages. The Bible *dates back* to the ancient times and is ranked first among all books. The researches of many famous scientists *date back* to the ancient times. Do you know what period time does “Slovo o Polku Ihorevim” *date back*?

4. The historical **development**, the physical *development*, the intellectual *development*, the *development* of high potential and creative thinking. Every teacher should pay a special attention to the *development* in his pupils of the habit of work. What do you know about K. D. Ushinsky? – I know that the world of science greatly valued his contribution to the

*development* of pedagogical science. How do you think should the teacher pay attention to the *development* in his pupils of intellectual distinction and moral certainty?

5. To **enrich** the knowledge, to *enrich* the language, to *enrich* the science. Due to outstanding men of letters the Ukrainian language was *enriched* and developed. Who is your favourite writer? – Taras Shevchenko is. He is a great person who *enriched* the world culture as a painter and as a writer. How do you think is there a modern author in Ukraine who can *enrich* our Ukrainian literature?

6. To introduce a new **era**, the horse-and-buggy *era*, Christian era, the era of knowledge, the *era* of considerable researches, the *era* of genetic engineering. The *era* of the modern Ukrainian language and literature began in 1798. The 21<sup>st</sup> century is the *era* of genetic engineering. Do you use a mobile phone? – Of course, I do, the 21<sup>st</sup> century is the *era* of advanced technologies. Do you know when the Christian *era* started?

7. To **fall under the dominion** of time, to *fall under the dominion* of age, to *fall under the dominion* of aggressor. In the 14<sup>th</sup> century Ukraine *fell under the dominion* of Lithuania. Why is your mother so sad? – She says that she *fell under the dominion* of age. How do you think was it good period for the Ukrainians when our country *fell under the dominion* of Lithuania?

8. To **sing folk songs**, to like *folk songs*, to dislike *folk songs*, to like *folk songs*, but to dislike modern *songs*. The Ukrainians like to sing *folk songs*. What songs do you like to sing? – I like to sing *folk songs*, they are very beautiful. The earliest written records of Ukrainian *folk songs* appeared in 1571 and 1625. Have you ever heard Ukrainian *folk songs*?

9. The **funder** of the city, the *funder* of the literary language. The *funder* of the modern Ukrainian literary language was the greatest Ukrainian poet, Taras Shevchenko. What do you know about K. D. Ushinsky? – Ushinsky was the *funder* of the Russia primary school and pedagogical training for teachers. Do you know who was the *funder* of your university?

10. The beautiful **literary language**, the difficult *liter-*



ary language, the scientific and the *literary language*. All-rounders prefer to speak *literary language*. Approximately half of the population of Ukraine speaks the Ukrainian *literary language*. After its Christianization the Kyiv Rus adopted ancient Bulgarian as its *literary language*. Can you speak the Ukrainian *literary language*?

11. The *outstanding* writer, the *outstanding* scientist, the *outstanding* foremost teacher, the *outstanding* person, the *outstanding* citizen. The *outstanding* work of the 12<sup>th</sup> century “Slovo o Polku Ihorevim” contains a lot of Ukrainian words. The poems by the *outstanding* poet Taras Shevchenko outstripped his time. Can you name the *outstanding* people of Ukraine?

12. To express oneself in the *vernacular*, to use the *vernacular* of students, the *vernacular* of workers. There are a lot of elements of *vernacular* in the works of philosophers, writers and poets of the 17<sup>th</sup> – 18<sup>th</sup> centuries. What language are you speaking? – It is the *vernacular* of students. Have you ever heard African American *Vernacular* English?

**3. Read the sentences, translate into English the words of the sentences given in brackets, learn the additional information about what you have read from your group-mate.**

1. A little boy with a very difficult childhood in the difficult (умовах). 2. He was just a serf, but he had a very strong (характер) and (звичку працювати). He painted a lot and then he began to write. 3. He (спостерігав) the world around him and all this beauty made a great (вплив) on him. 4. He (присвятив) his life to this beauty of his motherland – Ukraine. 5. (Завдяки) his (високому потенціалу) and (творчому мисленню) he became the (видатний) Ukrainian writer. 6. His (внесок) to the (розвиток) of the Ukrainian literature was great, (вагомий) and (незаперечний). 7. He wrote about truth and the difficult life of Ukrainian peasants, that's why his poems were (заборонені) and he was imprisoned. 8. Nowadays there is (ледве) a person in

Ukraine who doesn't know this man's name – Taras Shevchenko. 9. The poems by the (*видатний*) poet Taras Shevchenko (*випередили його час*). 10. How can you (*оцінити*) the poems by T. Shevchenko? 11. Were his poems (*об'єктивними*)? Do you like them?

**4. Read and translate the text. Answer the following questions, be ready to retell it.**

### THE UKRAINIAN LANGUAGE

The Ukrainian language dates back to ancient times. For many centuries Ukrainian was used solely as the spoken language. After its Christianization Kievan Rus'<sup>1</sup> adopted ancient Bulgarian<sup>2</sup> (now church Slavonic<sup>3</sup>) as its literary language. This language was used in writing religious works and spoken by educated people. Gradually, spoken Ukrainian language began making its way into works of ancient literature. The outstanding work of the 12<sup>th</sup> century – “Slovo o Polku Ihorevim” contains a lot of Ukrainian words. Hence the language of Kievan Rus' was the ancient form of the Ukrainian language.

In the 14<sup>th</sup> century the Ukrainian language became the official state language, when Ukraine fell under the dominion of Lithuania<sup>4</sup>. In this language the “Lithuanian Statute” of 1566 – the legal code of the Lithuanian state was written. The first large dictionary of the Ukrainian language was published in 1627. The earliest written records of Ukrainian folk songs appeared in 1571 and 1625.

There are many elements of vernacular in the 17<sup>th</sup> century “Chronicles of Samovidets” (eyewitness), in the plays of the 18<sup>th</sup> century writers Mytrofan Dovhlevskiy<sup>5</sup> and Georgiy Koninskiy, in the lyrical and satirical poems of philosopher and poet Hryhoriy Skovoroda<sup>6</sup>.

The era of the modern Ukrainian language and literature began in 1798 with the publication of Ivan Kotlyarevskiy's<sup>7</sup> “Eneida”. The writer's example was soon followed by

other writers.

The founder of the modern Ukrainian literary language was the greatest Ukrainian poet, Taras Shevchenko. The language of his works became the basis for lexical, grammatical and phonetic forms. Later the Ukrainian language was developed and enriched by outstanding men of letters – Marco Vovchok, Ivan Franko, Lesya Ukrainka, Olha Kobylyanska and others.

In 1917-20 the Ukrainian language became the official language. A major contribution to the development of the language during that and later period was made by writers and poets: Pavlo Tychina, Yuriy Yanovskiy, Mykola Bazhan, Maxim Rylskiy, Oles Honchar and many others.

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<sup>1</sup> Kievian Rus' [ˈkɪːjɛvqɪnˈrʌs] – Київська Русь <sup>5</sup> Mytrofan Dovholevskiy [mɪtrɔˈfʁn

<sup>2</sup> Bulgarian [bʌlˈgʁɪlqɪn] - болгарський "dɔvhɐˈlɛvskɪj] – М. Довголевський

<sup>3</sup> Slavonic [slɑˈvɔnlɪk] - слав'янський <sup>6</sup> Hrihoriy Skovoroda [hrɪˈhɔrɪjˈskɔvɔrɔˈdɑ] – Григорій Сковорода

<sup>4</sup> Lithuanian [ˈlɪtʃɪˈlɛnlqɪn] - литовський <sup>7</sup> Ivan Kotlyarevskiy [ˈɑvqɪn ˈkɔtɭjɐˈrɛvskɪj] – Іван Котляревський

1. What language was adopted as literary after the Christianization of Kievian Rus'? Where was it used?
2. What is the most outstanding work of the 12<sup>th</sup> century? Have you read it?
3. What had happened with the Ukrainian language in the 14<sup>th</sup> century?
4. When did the era of the modern Ukrainian language and literature begin? What is "Eneida" by Ivan Kotlyarevskiy about?
5. Who was the founder of the modern Ukrainian literary language? What do you know about this person?
6. When did the Ukrainian language become the official lan-

guage? Who made a major contribution to the development of the Ukrainian language during that and later period?

**5. Read the following word combinations and sentences. Cover the left side of exercise and try to translate the word combinations and sentences.**

- |  |   |
|--|---|
| 1. to date back to ancient times   | 1. вести початок від старовинних часів  |
| 2. literary language   | 2. літературна мова   |
| 3. to fall under the dominion  | 3. підпасти під владу   |
| 4. the horse-and-buggy era   | 4. доавтомобільна епоха   |
| 5. an outstanding writer   | 5. видатний письменник  |
| 6. major contribution  | 6. основний внесок  |
| 7. The Ukrainian language dates back to ancient times.   | 7. Українська мова веде початок від старовинних часів.  |
| 8. Literary language was used in writing religious works and spoken by educated people.            | 8. Літературна мова використовувалась під час написання релігійних робіт та у мові освічених людей. |
| 9. In the 14 <sup>th</sup> century Ukraine fell under the dominion of Lithuania.                   | 9. У 14-му столітті Україна підпала під владу Литви.  |
| 10. We liked very much the lyrical and satirical poems by philosopher and poet Hryhoriy Skovoroda. | 10. Нам дуже сподобались ліричні та сатиричні вірші філософа та поета Григорія Сковороди.           |
| 11. The Ukrainian language was enriched by many outstanding writers.                               | 11. Багато видатних письменників збагатили українську мову.   |
| 12. A major contribution to the development of the   | 12. Основний внесок в розвиток мови був зроблен ви-   |

language was made by the  
greatest Ukrainian poet  
Taras Shevchenko.

дaтним українським по-  
етом Тарасом Шевченко.

**6. Look through the text and give the main idea of it.**

**7. Use the statements of the text, do the following tasks.**

**a) Prove that**

- The Ukrainian language dates back to ancient times.
- In the 14<sup>th</sup> century the Ukrainian language became the official state language.
- The era of the modern Ukrainian language and literature began in 1798.
- The Ukrainian language was developed and enriched.

**b) Explain why**

- Bulgarian was used in writing religious works and spoken by educated people.
- “Slovo o Polku Ihorevim” contains a lot of Ukrainian words.
- The era of the modern Ukrainian language and literature began in 1798.
- Pavlo Tychina, Yuriy Yanovskiy, Mykola Bazhan, Maxim Rylskiy, Oles Honchar are so popular.

**8. Translate the sentences into English and write them down.**

1. Однією з видатних робіт 12 століття є «Слово о полку Ігоревім».
2. У XIV ст., коли Україна підпала під вплив Литви, українська мова стає державною мовою.
3. Ера сучасної української мови та літератури почалась

- у 1798 році.
4. Одним з засновників сучасної української літературної мови був великий український поет Тарас Шевченко.
  5. Перший великий словник української мови був надрукований у 1627 році.
  6. Багато елементів повсякденної мови присутні у творах філософа та поета Григорія Сковороди.
  7. Мова його творів стала основою сучасних лексичних, граматичних та фонетичних форм.

**9. Write the words given in brackets from ex. 3 in the form of dictation.**

**10. Tell what you know about the development of the Ukrainian language. What you know about the writers and poets who made the major contribution into its development. Speak about one of the Ukrainian outstanding writers or poets.**

**11. Speak to each other on the following topics.**

1. The Ukrainian language and its role in the history of Ukraine.
2. The Ukrainian language as one of the most melodic languages in the world.
3. Is the modern Ukrainian language different from ancient?
4. Should we speak Ukrainian?

**12. Write about your attitude to the Ukrainian language using the following additional information.**

**13. Role-play**

## **EACH LANGUAGE IS BEAUTIFUL, INDIVIDUAL AND MELODIC IN ITS OWN WAY**

**Situation:** Nowadays a lot of people master one or even a few foreign languages. It's necessary to be competent in them because today our life is intensive, varied and eventful. Many people communicate with foreigners, collaborate with them practically in all spheres and visit different foreign countries. Three groups of students discuss an urgent problem concerning West and Oriental languages and their peculiarities.

The main characters of the discussion are:

**Opponents** – is a group of participants, insisting on one or another point of view; **observers** – is a tutor with a few assistants.

Three groups prove the correctness of the opposite point of view.

**The first group proves that** it is a normal to master only English or, maybe, to West languages because

- English is an international language and practically everybody all over the world masters it.

- West Languages are classical, melodic, understandable and accessible for us.

- West languages are very close to us because of geographical location.

**The second group proves that** today is better to acquaint with Oriental languages because

- West languages are too classical.

- Oriental languages are rather difficult but very interesting and unusual owing to their distinctive culture.

- Oriental countries are full of their own customs, traditions and ceremonies which also arouse a burning desire to make an ac-

quaintance with them.

**The third group proves that** it's a rhetorical question because

- It depends upon a particular person's wish what languages to study (West or Oriental).

- All languages are interesting, distinctive and have their own peculiarities.

- Every language broadens new horizons and opens new opportunities and perspectives .

## **QUESTIONS FOR DISCUSSION.**

Knowledge is power.

Knowledge is no burden.

The more languages you know the more times you are a human.

Knowledge is a treasure but practice is the key to it.

Too much knowledge makes the head bald.

**14. Imagine that you are going to to study Oriental languages ( e. g. Chinese or Korean). You have a marvelous opportunity of visiting any Oriental country you wish. What will you pay attention there to first of all? Culture, traditions, sightseeings or nature?**



accordingly	bother	initial
acquire	combine	perform
be informed	defense (A.E)	provide
be listened to	defence (B.E.)	reduce
		surround(-ing)

**1. Read the new words and word combinations with their translation and write them down into the vocabulary. Pay attention to their spelling.**

- |   |   |
|---|---|
| 1. accordingly [q'kɫɫɪnli] – відпо-<br>відно, згідно            | 7. defense (A.E), defence (B.E.)<br>[dɪ'fens] – захист; оборона |
| 2. acquire [q'kwɔlq] – здобувати,<br>досягати, оволодівати      | 8. initial [ɪ'nɪs(q)] – ініціал                                 |
| 3. be informed [ɪn'flɪmd] – бути обі-<br>знаним, поінформованим | 9. perform [pɔ'flɪm] – виконувати,<br>здійснювати               |
| 4. be listened to [ɪlsnt] – бути по-<br>чутим                   | 10. provide [prɔ'vaɪd] – постачати; за-<br>безпечувати          |
| 5. bother [b'pɒdɔ] – турбувати(ся),<br>надокучати               | 11. reduce [ɪ'dʒʌs] – зменшувати,<br>знижувати; скорочувати     |
| 6. combine [kəm'baɪn] – поєднувати,<br>об'єднувати(ся)          | 12. surround(-ing) [sə'raʊnd] –<br>оточувати(оточення)          |

**2. Read the word combinations and sentences and answer the questions.**

1. **According** to my requirements, *according* to this rule, to operate *accordingly*. The students were given certain instructions and acted *accordingly*. Every teacher should recognize that pupils are persons and treat them *accordingly*. Do your lec-

turers treat you *accordingly*?

2. To **acquire** some knowledge, to *acquire* a new interesting book, to want to *acquire* a new camera. Where are you going? – I want to *acquire* driver's skills at the driver's courses. I like to go to the theatre, because for me it's not just a great pleasure, but also I *acquire* some knowledge there. Do you like to *acquire* new skills?

3. To **be informed** very good, to *be informed* in something, not to *be informed*. Is he *informed*? – Yes, of course. I want you to *be informed*. All-rounder must be very well *informed*. In the developed countries every citizen *is informed* about his rights. The overwhelming majority of our group *is informed* about the English test. Are you well *informed*?

4. To want **to be listened to**, to *be listened to* at the lesson, to *be listened to* by the teacher. To be ranked first in popularity doesn't mean that you *are listened to*. School is where we can listen and *be listened to*. Why are you single? – I *wasn't listened to* by my husband and it is the cause of my loneliness. It is very noisy here, so, speak loudly to *be listened to*. Everyone wants to *be listened to* by their parents, even if he isn't right. To say doesn't mean to *be listened to*. How do you think is it important to *be listened to*?

5. To **bother** often, to *bother* about younger brother, to be *bothered* of something. Some teachers still *bother* about adult pupils. You look like a *bothered* person, don't you? – Yes, I am. I devoted myself to my children, now they are adults, but I still *bother*. Adults who have *bothered* to describe their childhood experiences make it clear the classroom was heaven for some, hell for others, and a bit of both for most. Do you often *bother* about something?

6. To **combine** some sentences, to *combine* two classes, to have the right to *combine* three books. Can you *combine* the puzzle? – Yes, I can. The things that happen there *combine* to make these surroundings different from all others. The government *combined* admission tests and school-leaving exams. Do

your lecturers *combine* their lectures with the practical tasks?

7. Bad **defences**, suitable *defences*, to have *defences*, to evaluate the *defences*. Pupils form some kind of collective and it works to reduce discomfort, or to share criticism of the teachers, and to provide *defenses* against unpleasant aspects of school life. What *defences* do you usually use when somebody offends you?

8. To name the **initials**, to forget the classmate's *initials*, not to write down the teacher's *initials*. There is a lack of *initials* there. Why didn't you write your *initials*? – I'm sorry, I forget. Write your surname and full name, don't write your *initials*, please. This foremost teacher always writes his *initials* on his research. The artists always write their *initials* on the outlines of the picture. Do you prefer to write your full name or just *initials*?

9. To **perform** homework fine, to forget to *perform* one's request, to *perform* the job, to *perform* an assignment. Did you *perform* your homework? – No, I didn't, unfortunately. Did you *perform* your admission test successfully? – I hope so, because I want to enter the university and to get a scholarship.

10. To **provide** school with books, to *provide* the protection, to be able to *provide* the shop with useful goods, to *provide* a work, to *provide* a house, to *provide* money. My father *provides* our family with money. There are some butchers which *provide* our shop with good meat. Who *provides* your university with books?

11. To **reduce** the text, to *reduce* the homework, to *reduce* the post, to *reduce* actions to the minimum. I think you must plan your actions and think how you can *reduce* your charges. – Thanks. Mike, your composition is very long. Can you *reduce* it? – Yes, but I wanted to describe all my adventures. Teachers want to *reduce* the ignorance in our schools. How do you think is it possible to *reduce* the ignorance in our schools?

12. Different **surroundings**, a very good *surrounding*, a

suitable *surrounding*. We should protect the environment which *surrounds* us. All adolescents are influenced by the adults who *surround* them. Why is he so rude and ignorant? – Because of his *surrounding*. The point is that his *surroundings* require it. What can you say about your *surrounding*?

**3. Read the sentences, translate into English the words of the sentences given in brackets, learn the additional information about what you have read from your group-mate.**

1. My friend likes to (*аналізувати*) different films and she shares all thoughts with me. 2. So, last week she saw the film about the education in South Africa. She even (*запам'ятала*) some episodes from the film. 3. I didn't know that (*громадяни*) don't have (*рівні можливості*) to get the education. 4. They (*зустрічають*) many problems and difficulties. 5. There are no (*передових вчителів*) in the schools for poor children, there are no teachers at all. 6. That's why it is very difficult for such children to study and as a result to pass (*вступні тести*) to the university in the big city. 7. In their schools there are no (*умов*) for the studying. 8. (*Переважає більшість*) of these children are (*неосвічені*). 9. But (*завдяки*) the missionaries from different countries these children can get some education. 10. The missionaries (*присвятили*) their lives to these poor children and try to teach them. 11. Does everybody in our country have an (*рівну можливість*) to get education? 12. Does our government (*стимулює*) good conditions for teaching and studying? 13. Do you lecturers (*заохочують*) you to study?

**4. Read and translate the text. Answer the following questions, be ready to retell it.**

## **LIFE IN CLASSROOM**

*(After P. W. Jackson)*

School is a place where tests are failed and passed, where interesting things happen, where new skills are acquired. But it is also a place in which people sit, and wait, and raise their hands, and stand in line. School is where we can listen and be listened to. It is also a place in which initials are written on desktops and where milk money is collected. Both aspects of school life, the celebrated and the unnoticed, are known to all of us, but the second aspect must be examined more carefully than it is usually done by those who are interested in education.

In order to understand the importance of everyday classroom events we must remember that children are in school for a long time, that the surrounding in which they perform are highly informed, and that they are there where they want to be or not. In sum, classrooms are special places. The things that happen there combine to make these surroundings different from all others.

Both the pleasure and the pains of school life have been celebrated in song and story. But not all the days were sunny. Adults who have bothered to describe their childhood experiences make it clear the classroom was heaven for some, hell for others, and a bit of both for most.

Perhaps the better students really take pleasure in what goes on in the classroom, while the poorer students do not. Perhaps it is not always so. Let us leave this problem open to discussion. The important point is that the teacher can make classroom life more pleasant for students. No chance here must be lost.

Clearly the teacher is not the only person who can do that. In most classrooms, particularly in the upper grades, there is also a collective which is connected to activities outside the school. It works to reduce discomfort, or to share criticism of the teachers, and to provide defenses against unpleasant aspects of school life.

But whether he gets comfort from his teacher or from his collective or elsewhere, the individual often needs protection from something that threaten his sense of personal worth. He needs this protection while he is physically present in the school. More pleasant experiences at home or at play will not be enough for a human classroom atmosphere. School is a too large part of a child's life to have its effect undone by what happens outside it.

We might think that a teacher is no teacher at all if he is only a piece of an institution. Certain qualities of the teacher's general outlook, must serve to help students to cope with their school experiences. Some teachers took this fact and act accordingly.

1. School is a place where tests are failed and passed, where interesting things are happened, isn't it?
2. Where can we acquire new skills? What else happened there?
3. Is the school the place where we can listen and be listened to? What was your school for you?
4. What both aspects of school life are known to all of us?
5. What must we remember in order to understand the importance of everyday classroom events?
6. Were all days at school sunny? Why?
7. Is the teacher the only person who can make classroom life more pleasant for students? Who can do this?
8. What can you say about a collective which is connected to activities outside the school?
9. What does the teacher's work consist of? Give the full answer.

**5. Read the following word combinations and sentences. Cover the left side of exercise and try to translate the word combinations and sentences.**

1. to acquire useful skills

| 1. оволодіти корисними навичками

- |   |   |
|---|---|
| <p>2. to raise the left hand and the right one</p> <p>3. to be interested in children's surrounding</p> <p>4. still bother about adult pupils</p> <p>5. to reduce actions to the minimum</p> <p>6. to provide a good quality of goods</p> <p>7. to act according to the rules</p> <p>8. Everyone wants to be listened to by their parents, even if he isn't right.</p> <p>9. Did you perform your homework? – No, I didn't. Do it, please. I want you to be informed, that's why I 'm interested in it.</p> <p>10. My compositions are collected in this exercise book. – Why didn't you write your initials? – Sorry, your criticism about it.</p> <p>11. To say doesn't mean to be listened to.</p> <p>12. Excuse me please, could you show me these trousers? – Yes, of course. Is it of a good quality – We've got only goods of an excellent quality.</p> <p>13. Write your surname and full name, don't write your initials, please.</p> <p>14. Excuse me please, could</p> | <p>2. підняти ліву руку, а потім праву</p> <p>3. бути зацікавленим в оточенні дітей</p> <p>4. все одно турбуватися про повнолітніх учнів</p> <p>5. скоротити дії до мінімуму</p> <p>6. забезпечити хорошу якість товарів</p> <p>7. діяти за правилами</p> <p>8. Кожен бажає бути почутим батьками, навіть якщо він не правий.</p> <p>9. Ти виконав своє домашнє завдання? – Ні. – Зроби його будь ласка. Я в цьому зацікавлена, тому що хочу, щоб ти був освіченим.</p> <p>10. Мої твори зібрані в цьому зошиті. – Чому ти не написав свої ініціали? – Вибач, я забула. Доречі, я би хотіла почути критику з цього приводу.</p> <p>11. Не завжди сказати – означає, що тебе слухають.</p> <p>12. Вибачте, не могли би ви показати мені ці брюки? – Так, звісно. – Вони хорошої якості? – У нас товари – тільки надзвичайної якості.</p> <p>13. Напиши своє прізвище та повне ім'я, будь ласка, не пиши свої ініціали.</p> <p>14. Вибачте, не могли би ви мені</p> |
|---|---|

you help me? I have been waiting for tram 5 for a half of an hour.	допомогти? – Я чикаю на 5-ий трамвай вже півгодини.
15. In our country you are adult if you are 18 years old, and in America you are adult if you are 21.	15. В нашій країні ви є повнолітнім, якщо вам 18 років, а в Америці – якщо вам 21.
16. Our pupils are informed very well. – I think first of all it is because they are interested in it.	16. Наші учні дуже освічені. – Я вважаю, перш за все це тому, що вони самі в цьому зацікавлені.
17. Your second composition is better than the first one. – I wrote it according to your advice.	17. Твій другий твір краще за перший. – Я написала його у відповідності до ваших вказівок.
18. Criticism is very useful sometimes.	18. Інколи критика дуже важлива.

**6. Look through the text and give the main idea of it.**

**7 Use the statements of the text, do the following tasks.**

**a) Prove that**

- Schools and classrooms are special places.
- Not all the days at school are sunny.
- The teacher isn't an only person who can make classroom life more pleasant.
- More pleasant experience at home or at play.

**b) Explain why**

- School is a place where interesting things happen.
- The things that happen in classroom combine to make these surroundings different from all others.
- A collective which is connected to activities outside the



- school is also a very important part of school life.
- School is a too large part of a child's life.

**8. Translate the sentences into English and write them down.**

1. Джейн, собери, пожалуйста тетради учеников. – Я уже сделала это. Собранные тетради лежат у вас на столе.
2. Інколи критика дуже важлива.
3. Майкл, твій твір дуже великий. Не міг би ти його скоротити? – Так, але я хотів описати всі свої пригоди. – Це дуже добре, але тут багато помилок. Якщо ти його скоротиш, для тебе буде краще.
4. В школі дуже важливо оволодіти корисними навичками.
5. Батьки повинні бути зацікавленими в оточенні їхніх дітей.
6. Багато вчителів все одно турбуються про своїх повнолітніх учнів.

**9. Write the words given in brackets from ex. 3 in the form of dictation.**

**10. Tell what you know about classrooms in Ukrainian schools. Did you like you school and you classroom? Did your teachers bother about you and your classmates? Speak about one of your classrooms.**

**11. Speak to each other on the following topics.**

1. My school is my second home.
2. My classroom was heaven (hell) for me.

3. Collectives at school and outside the school.
4. The teacher as a piece of an institution.

**12. Write about your attitude to the classrooms in Ukrainian schools using the following additional information.**

### **13. Role-play**

#### **CAN TEACHERS AND PUPILS BE REAL FRIENDS?**

**Situation:** Everybody goes to school. Some pupils like to spend their time there but some of them dislike it. They go to school without pleasure and practically every day complain their parents that teachers don't understand them, they are too strict, sometimes insult them, use corporal punishment, shake their self-confidence, humiliate them and suppress any initiative. Three groups of students discuss this problem.

The main characters of the discussion are:

**Opponents** – is a group of participants, insisting on one or another point of view; **observers** – is a tutor with **a few assistants**.

Three groups of participants prove the correctness of the opposite point of view.

**The first group proves that** it is not too difficult to find schools where teachers are real friends for their pupils because

- There are a lot of teachers who really love their profession and, of course, pupils.

- There are a lot of teachers who create a calm, relaxed and friendly atmosphere at the lessons.

- There are a lot of teachers who listen to pupils' mind and concern them as individuals.

**The second group proves that** unfortunately there are a few teachers who are really responsible for their profession because

- Today teachers humiliate pupils' dignity because, as they think, pupils are stupid and don't justify their expectations.

- Many teachers are not all-rounders and their interests are shallow. That's why they can't arouse interest in pupils' minds and hearts. They even don't try to do it.

- In general, nobody or practically nobody teaches pupils today.

**The third group proves that** it depends upon a particular person because

- Each profession has its own advantages and disadvantages and teaching is not an exception.

- Each person has an individual character and it is necessary to be able to find an individual approach to him/her and, of course, to support in all that they do.
- Each profession needs too much responsibility, patience and respect.

## **QUESTIONS FOR DISCUSSION.**

How to criticize pupils if they are wrong but at the same moment not to undermine their self-assurance?

Your attitude towards authoritarian teachers.

Can a teacher demand discipline from his pupils if he is not punctual?

. What are the best ways, in your opinion, to praise and punish pupils?

. Your attitude towards so-called «old-fashioned spanking» and «locking children up»?

**14. Imagine that you are you are an expert on working with difficult children. A young teacher came to you and began complaining about her unmanageable class. She admitted that the pupils answered her back, undermined discipline in class, screamed and yelled with-**

out any reason and, thus, played on her nerves. What measures would you advise her to take to? And what is your opinion about the situation in general?

## UNIT VIII

be empty	farther away from	sew
come on bicycle	geography	society
do metalwork	to last	though
do woodwork	punishment	

1. Read the new words and word combinations with their translation and write them down into the vocabulary. Pay attention to their spelling.

1. be empty ['emptɪ] – бути порожнім
2. come on bicycle ['bəlsɪkl] – приїжджати на велосипеді
3. do metalwork ['metlwɜ:k] – займатися слюсарними роботами
4. do woodwork ['wɜ:dwɜ:k] – займатися столярними роботами
5. farther away from ['fɑ:ðə] – даліше від
7. to last [lɑ:st] – тривати
8. punishment ['pʌnɪʃmənt] – покарання
9. to sew [səʊ] – шити
10. society [sə'saɪəti] – суспільство, гурток
11. though [ðəʊ] – хоча

## 6. geography [Gɪˈɡræfɪ] – географія

### 2. Read the word combinations and sentences and answer the questions.

1. An **empty** room, an *empty* bottle, an *empty* school, an *empty* room. Very soon after 4 o'clock the school is *empty*, except for a few children and teachers. Why are you so sad? – I'm thirsty, but the bottle is *empty*. Where are the children? The classroom is *empty*! – They are in the playground. Do you like to spend your free time alone in the *empty* room?

2. To **come on bicycle**, to *come on bicycle* very quickly, to *come on bicycle* on time. Some children walk to school, and some *come on bicycles*. Hurry up! The bus leaves at 2 o'clock! – Don't worry, I'll *come on bicycle*. What can you say about this man? – He is a foremost teacher, he is very intelligent and handsome, he doesn't have a car, and he *comes* to his work *on bicycle*. Do you like to *come* to your university *on bicycle*?

3. To **do metalwork**, to *do metalwork* with pleasure. The girls learn to sew and to cook and the boys *do metalwork* and *woodwork*. Does your brother can *do metalwork*? – No, he can't *do metalwork*, he can sew. My father is a good worker, he can *do metalwork*. Does your brother can *do metalwork*?

4. To **do woodwork**, to *do woodwork* with love. The girls learn to cook and the boys *do metalwork* and *woodwork*. Boys like to *do woodwork*. Girls can't *do woodwork*; it's very difficult for them. Can your uncle *do woodwork*? – No, he can't he isn't a carpenter. Do you know anybody who can *do woodwork*?

5. **Farther away from** the school, *farther away from* the park, *farther away from* the theatre. Some children, who live *farther away from* the school, come to school by bus. Where do you live? – I live in Odessa, but *farther away from* my university. Do you live *farther away from* your university?

6. The dialect **geography**, the physical *geography*, the

political *geography*. In this school children do not only do lessons like history, *geography* and maths. Do you like *geography*? – No, I don't like *geography*. I like psychology and foreign languages. Did you like the *geography* when you were a pupil?

7. To ***last*** about an hour, to *last* the whole day. The summer holidays *last* three month. The break for lunch *lasts* about an hour. Will you have a break? – Yes, I will. – How long will it *last*? – It will *last* about five minutes. How long does the break for lunch in your university *last*?

8. The cruel ***punishment***, the objective *punishment*, the fair *punishment*. One or two children have to stay behind as a *punishment*. Writing lines is not a cruel *punishment*. The foremost teachers prefer not to use *punishment*. What kind of *punishment* do you know?

9. To ***sew*** with pleasure, to *sew* with love. She likes to *sew* very much. What is your sister doing now? – She is going to *sew*, she likes to *sew*. – And what about you? – I don't like to *sew*, I can't *sew*. At school girls learn to *sew* and to cook. Not every girl likes to *sew*. Do you like to *sew*?

10. Bored ***society***, intelligent *society*, the *society* with creative thinking and moral certainty, the *society* of foremost teachers. What do children after school? – They are staying for a club or *society* which has its meeting after school. Is there some *society* in your university?

11. This school isn't very nice; I like the playground ***though***. Why are you crying? – I didn't pass the admission test *though* I did all the assignments. But even *though* there are many differences between British English and American English. Nearly all schoolchildren in England have their lunch at school, *though* some, who live very near to their school, go home.

**3. Read the sentences, translate into English the words of the sentences given in brackets, learn the addi-**

**tional information about what you have read from your group-mate.**

1. She is a (*видатна*) actress and she is going to play a (*передовий вчитель*) next year. 2. So she decided to go to the school in order to (*аналізувати*) the (*умови*) and ask the teachers about their work. 3. It was her own (*ініціатива*). 4. The school was (*старовинна*), its (*засновник*) lived two hundred years ago, but the school looked great. 5. It was (*велика заслуга*) of the teachers and the director. 6. This school was the most (*важлива*) in the city and one of the most (*важлива*) in the country. 7. That's why the actress thought that this school was (*гідна*) to talk about. 8. Many (*успішні*) businessmen were the students of this school, many of them (*збагатили*) our country. 9. The school had the great (*вплив*) on the actress, so she played perfectly and was awarded for her role. 10. Can you (*оцінити*) you own school? 11. Did your school (*збагатила*) your knowledge? 12. Was it (*нудна*)?

**4. Read and translate the text. Answer the following questions, be ready to retell it.**

### **A DAY AT SCHOOL**

Come and spend a day in an English school. On a Monday morning the boys and girls are coming to school again after having had Saturday and Sunday free. Some of them walk to school, some come on their bicycles and others who live farther away from the school, come by bus.

At 11 o'clock it is time for the mid-morning break. The boys and girls go out into the playground to collect their milk: every boy and girl at school in England is given milk every day. When they have drunk their milk, they can play until it is time to go back inside for lessons.

After break there are more lessons. Then at 1 o'clock it is time for lunch. Nearly all schoolchildren in England have



their lunch at school, though some, who live very near to their school, go home. The break for lunch lasts about an hour. After lunch there is still time to go out and play.

At 2 o'clock lessons start again. In this school children do not only do lessons like history, geography and maths – the girls learn to sew and to cook and the boys do metalwork and woodwork.

At 3 o'clock it is time for games. In English schools girls usually play hockey in winter and tennis in summer; the boys play football in winter and cricket in summer.

Lessons finish at 4 o'clock. The children collect the books they need to do their homework and go home. Very soon after 4 o'clock the school is empty, except for a few children and teachers. One or two children have to stay behind as a punishment. Others are staying for a club or society which has its meeting after school. Then they will go home too and the school will be empty – until tomorrow.

1. When the boys and girls are coming to school again?
2. How do the children get to school?
3. Where do the schoolchildren in England have their lunch?  
Give the full answer.
4. What do the children do in this school?
5. What games do the children prefer to play?
6. Why do some children have to stay after classes?
7. Do they have some activities or society in the school?

**5. Read the following word combinations and sentences. Cover the left side of exercise and try to translate the word combinations and sentences.**

1. to come on bicycle

| 1. приїжджати на велосипеді

2. to live farther away from school	2. жити даліше від школи
3. to have lunch at school	3. снідати другий раз у школі
4. to study maths and geography	4. вивчати математику та географію
5. to last about an hour	5. тривати біля години
6. to learn to sew and to cook	6. вчитися шити та готувати
7. to do metalwork and woodwork	7. займатися слюсарною та столярною справою
8. a punishment	8. покарання
9. Some children walk to school, and some come on bicycles.	9. Деякі діти ідуть у школу пішки, а деякі приїжджають на велосипедах.
10. At school pupils study a lot of subjects – maths, geography, history, literature and others.	10. У школі учні вивчають багато предметів – математику, географію, історію, літературу та інші.
11. One or two children have to stay at school after classes as a punishment.	11. Один або двоє дітей повинні залишитися у школі після занять у якості покарання.

**6. Look through the text and give the main idea of it.**

**7. Use the statements of the text, do the following tasks.**

**a) Prove that**

- Not every pupil goes to school by school bus.
- In this school children do not only do lessons.
- The children go in for sport there.
- Some children stay at school for club or society.

**b) Explain why**

- Many children get to the school by school bus.
- Nearly all schoolchildren in England have their lunch at

school.

- The boys do metalwork and woodwork.
- Some children should stay in the empty school.

**8. Translate the sentences into English and write them down.**

1. О 9 годині ранку у понеділок хлопці та дівчата повертаються у школу після вільних від занять суботи та неділі.
2. Після перерви уроки відновлюються до часу дня. Це час другого сніданку.
3. Коли діти випили своє молоко, вони можуть пограти, доки не настане час повертатися у клас.
4. В англійських школах діти звичайно грають у різні ігри.
5. В англійських школах дівчата грають у хокей взимку та у теніс влітку.
6. Уроки закінчуються о четвертій годині дня. Школярі збирають свої книги та йдуть додому робити домашнє завдання.
7. Деякі школярі залишаються у школі після уроків для занять у клубах та гуртках.

**9. Write the words given in brackets from ex. 3 in the form of dictation.**

**10. Compare the day at English school with that of Ukrainian schoolchildren. Speak about differences and similarities of them. Tell which of them is the most convenient for the children, and which for the teachers, in your opinion.**

**11. Speak to each other on the following topics.**

1. My school timetable.
2. My favourite subjects at school.
3. Different kinds of punishment in Ukrainian schools.
4. After school activities and clubs.

**12. Write about the differences between English school and Ukrainian school using the following additional information.**

**13. Role-play**

**WHAT LESSONS ARE BETTER FOR PUPILS – TRADITIONAL OR NON-TRADITIONAL ONES**      **Situa-**

**tion:** Pupils study many subjects at school. All subjects are known to be quite different. Some pupils like to study foreign languages but some of them dislike it. They like to study, for example, mathematics, physics, chemistry etc. Unfortunately, a lot of them start losing their interest towards studying even in spite of love for the subjects. Why it happens? How to conduct a lesson in order to encourage pupils? Three groups of students discuss this problem.

The main characters of the discussion are:

**Opponents** – is a group of participants, insisting on one or another point of view; **observers** – is a tutor with **a few assistants**.

Three groups of participants prove the correctness of the opposite point of view.

**The first group proves that** it is not too difficult to encourage pupils to study especially if teachers prefer non-traditional lessons because

- There are a lot of inquisitive and emotional pupils. They like to be mobile, fussy and everything is interesting for them. Non-traditional lessons help them to realize themselves through role play or dialogue.

- Teachers use a lot of modern technologies and modern approaches. In its turn, they also help pupils to understand the importance of one or another subject.

- Teachers concern pupils as individuals and don't make them adhere to outdated patterns while working at the lessons or doing home task.

**The second group proves** that traditional forms of the lessons are better and a lot of teachers are absolutely right while using them because

- Such type of lessons helps to regulate discipline and pupils work systematically owing to it.

- Such lessons are factual and pupils must be acquainted with different information too even if it is not interested for them.

- Teachers always plan their pupils' activity, analyze and control their progress. They do it strictly but it is necessary for pupils to understand that it is being done for their own good.

**The third group proves that** it is an acute problem because

- Both types of lessons has their own advantages and disadvantages according to their structure.

– Non-traditional lessons, especially the elements of role play, help to set friendly contact between a teacher and pupils but, on the other hand, it is necessary to conduct seminars for pupils and to control their knowledge.

– Many pupils don't like monologues and lectures because they make lessons boring but if lectures are combined with the elements of dialogue or conversation this fact encourages them and they start thinking and working independently.

## **QUESTIONS FOR DISCUSSION.**

- Development of pupils' critical thinking in pupils.
- The role of discussion and dialogue on the lessons.
- Independent work at school.
- Communicative dialogue between a teacher and pupils.

- Development of pupils' cognitive activity.

**14. Imagine that you are an expert in traditional and non-traditional lessons. You understand that it is very appropriate to implement role play while working with pupils. Will you advise teachers at schools to combine playing forms of the lesson with traditional ones? Why?**

## UNIT IX

average available comprehensive school confusingly	core subjects demand grant local authorities	operate optional subjects mainly setting up variety
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**1. Read the new words and word combinations with their translation and write them down into the vocabulary. Pay attention to their spelling.**

1. average [ˈæv(ə)rɪdʒ] – середній, у      3. comprehensive school [kəm-  
ˈprehensɪv ˈskʊl]

- |   |  |
|---|--|
| середньому  | prl'hen(t)slv skHl] – загальноосвітня школа                                      |
| 2. available [q'vellqbl] – доступний, досяжний                          | 4. confusingly [kqn'fjHzlNl] – помилово  |
| 5. core subjects [kL'sAbGekts] – основні, обов'язкові предмети          | 9. operate ['Pp(q)relt] – вводити, запускати                                     |
| 6. demand [dl'mRnd] – вимагати  | 10. optional subjects ['PpS(q)n(q)l'sAbGekts] – факультативні навчальні предмети |
| 7. grant [grRnt] – стипендія  | 11. mainly ['meɦnl] – головним чином, здебільшого, переважно                     |
| 8. local authorities ['lqVkq[L'tPɦtIs] – орган самоврядування на містах | 12. setting up ['setlN Ap] – заснування  |
|   | 13. variety [vq'raqlt] – ряд, низка  |

## 2. Read the word combinations and sentences and answer the questions.

1. An **average**, on an *average*, an *average* height. What do you know about your group-mate Mary? – Mary is a very beautiful girl of *average* height. What are you doing? – I want to analyze an *average* intellectual distinction of modern adolescents. Pupils have to do an *average* of 87 official tests during their time at school in Britain. How many exams do you have to do on an *average*?

2. An **available** place, by all *available* means, an *available* curriculum and *available* conditions. Why are you so sad? – I can't find this book, it is not *available*. Our teacher is sick. Is there anyone *available* to replace her? If students are successful and there are places *available*, they can choose which university to go to. How do you think is our education *available* for everybody?

3. A **comprehensive school**, a compulsory *comprehensive school*, a modern and good *comprehensive school*, to



leave the *comprehensive school*. All adolescents have equal opportunities in *comprehensive school*. The overwhelming majority of pupils finish *comprehensive school* at the age of 17 in Ukraine. State secondary schools are *comprehensive schools*, which means pupils don't have to pass a special exam to go there. Did you like to visit your *comprehensive schools*?

4. The **confusingly** similar dresses, the *confusingly* similar twins, *confusingly* called, *confusingly* stopped. Are you Mary or Kerry? You and your twin-sister are *confusingly* similar. *Confusingly*, some private independent are called 'public' schools! What would you do if you *confusingly* chose a wrong way?

5. **Core subjects**, important *core subjects*, interesting and very relevant *core subjects*, important, but very boring *core subjects*. Do you have *core subjects*? – Yes, of course I do. Pupils in Britain have to study *core subjects* like maths, English and science. What *core subjects* do you have in your university?

6. To **demand** respect, to *demand* good knowledge, to *demand* an explanation, to *demand* too much of smb. Why does your group hate that teacher? – Because she doesn't explain the material, but *demands* too much of us. Each public university in England *demands* certain 'A' level grades. How do you think is it good for teacher to *demand* too much of his student?

7. To give **grant**, to award *grant*, student *grants*, a research *grant*, a big *grant*, a little *grant*. Does you university give *grants* to the students? Yes, it does, it is a part of governmental program. Many students in our university receive grants. The British government only gives a few *grants* so most students borrow money from a bank. Do you receive *grant*?

8. Fair **local authorities**, honest *local authorities*, cruel *local authorities*, honest, but cruel *local authorities*, impartial *local authorities*, ignorant *local authorities*. Fair, honest and impartial *local authorities* are the pledge of strong and rich country. In some areas in England *local authorities* operate a 'selective' system of education.

9. To **operate** new education system, to *operate* a 'selective'

tive' system in schools and universities, to *operate* new methods of education. Many foremost teachers *operate* new methods in their work with adolescents, in order to develop their students' intellectual distinction and moral certainty. Can local authorities in your country *operate* new methods or systems in schools and universities?

10. Interesting **optional subjects**, developing *optional subjects*, creative *optional subjects*, useful *optional subjects*, difficult, but very interesting and useful *optional subjects*. Do you have some *optional subjects* in your university? – Yes, I have a lot of *optional subjects*, but my favourite is the history of Ukrainian theater. At fourteen, English students can study *optional subjects*. Did you have some *optional subjects* at school?

11. What do you know about our new teacher? – **Mainly** nothing. How do you like to spend your free time? – *Mainly*, I like to go to the cinema with my friends. State secondary schools are *mainly* 'comprehensive' schools in Britain. What do you *mainly* like in people?

12. A **setting up** of a firm, a *setting up* of the university, a *setting up* of a national curriculum. The *setting up* of the university in 1890 helped many students to become a good specialists and foremost teachers. The *setting up* of a national curriculum has probably raised standards in most areas of Great Britain. Do you know a year of *setting up* of your university?

13. A **variety** of subjects, a *variety* of universities, a *variety* of schools, a *variety* of interests, for a *variety* of reasons. Every term students have to pass a lot of exams in a *variety* of subjects. In Britain pupils of sixteen do exams called GCSE in a *variety* of subjects. Why Sue is so sad? – She can't pass an exam for a *variety* of reasons. Do you have to pass the exams in a *variety* of subjects?

### 3. Read the sentences, translate into English the

**words of the sentences given in brackets, learn the additional information about what you have read from your group-mate.**

1. Life is a very interesting thing. When you are little, everything (*бути забороненим*): don't go there, don't do this... It is (*нудно*)! 2. But we should remember that in this age the child's (*характер*) is forming. 3. Parents must (*при-святити*) themselves to this difficult task, not just teachers must do it. 4. Parents must share teachers' responsibility, because they have a very strong and (*незаперечний*) (*вплив*) on their children. 5. It is their (*обов'язок*). 6. When you are an (*підліток*), everything (*бути*) still (*заборонено*), but you know how to avoid the control. 7. Maybe all (*підлітки*) have two (*основні якості*): (*внутрішню впевненість*) and (*винахідливість*). 8. They want to (*бути успішними*) in business and private life, and also have high (*інтелектуальний розвиток*). 9. And, you know, many of them become (*різно-сторонніми людьми*). 10. After (*вступний тест*) they become students. Then many of them become (*старанний*) students and they get their (*стипендія*), at the end of their education, they become (*випускниками*). 11. Now they are (*дорослі люди*), and everything is allowed, but (*навіть чи*) they want to do it. Life is a very interesting thing! 12. Are you a (*старанний*) student? 13. Do you want to do some (*научна робота*)? 14. How do you think should the (*органи самоврядування на місцях*) take part in the life of local universities?

**4. Read and translate the text. Answer the following questions, be ready to retell it.**

### **EDUCATION IN GREAT BRITAIN**

In England and Wales, 93 percent of schools are free state schools and 7 percent are private schools. Confusingly, some private independent are called 'public' schools! The

most famous is probably Eton<sup>1</sup>. Scotland has its own education system.

Education is compulsory from five to sixteen years of age. There are three main stages: primary (Years 1-6); secondary (Years 7-11); and optional 'sixth form' (two or three years of pre-university study). State secondary schools are mainly 'comprehensive' schools, which means pupils don't have to pass a special exam to go there. In some areas, though, local authorities operate a 'selective' system.

England and Wales have a national curriculum (Scotland has its own) and pupils have to study core subjects like maths, English and science<sup>2</sup>. At fourteen, students can study optional subjects. At sixteen, pupils specialize and choose three or four subjects.

Pupils do tests in core subjects from the age of seven. At sixteen, they do exams called GCSE (General Certificate of Secondary Education) in a variety of subjects. If pupils stay on at school, they take 'A' or 'A/S' level exams in their specialised subjects as part of the university entrance procedure.

About 40 percent of pupils go on to higher education. In fact all British universities are public and each university demands certain 'A' level grades. If students are successful and there are places available, they can choose which university to go to. The government only gives a few grants so most students borrow money from a bank which they have to pay back when they leave university.

The setting up of a national curriculum has probably raised standards in most areas but some people say that there is too much testing. Pupils have to do an average of 87 official tests during their time at school! Some inner-city schools also have serious problems of discipline and violence.

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<sup>1</sup> Eton [ˈjɪtən] – Ітон, одна з 9 найстаріших <sup>2</sup> science [ˈsaɪəns] – природничі науки  
престижних чоловічих привілеїв-

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ваних середніх шкіл Великої Британії, знаходиться в м. Ітон

1. How many schools in England and in Wales are free? How many are private?
2. What is the most famous school in Britain? How do you think why?
3. Are all state secondary schools in Britain comprehensive? What does it mean?
4. Do England and Wales have a national curriculum? What can you say about it?
5. Do many pupils in Britain go on to higher education? How can you explain this fact?
6. Do all the students in Britain get grants? How can they pay for their education?
7. How many official tests do pupils have during their time at school?
8. What are the most serious problems in inner-city schools in Britain? Try to propose the decision of these problems.

**5. Read the following word combinations and sentences. Cover the left side of exercise and try to translate the word combinations and sentences.**

- |   |   |
|---|---|
| 1. on an average                            | 1. в середньому                                 |
| 2. an average height                        | 2. середній зріст                               |
| 3. by all available means                   | 3. всіма доступними засобами                    |
| 4. a compulsory comprehensive school        | 4. обов'язкова загальноосвітня школа            |
| 5. confusingly called                       | 5. помилково покликаний                         |
| 6. important, but very boring core subjects | 6. важливі, але дуже нудні обов'язкові предмети |
| 7. to demand too much of smb                | 7. вимагати занадто багато від когось           |

8. to award grant	8. виграти стипендію
9. ignorant local authorities	9. необізнані органи самоврядування на містах
10. to operate new methods of education	10. ввести нові методи навчання
11. creative optional subjects	11. творчі факультативні заняття
12. a setting up of a national curriculum	12. заснування національного курсу навчання
13. for a variety of reasons	13. з багатьох причин
14. Our teacher is sick. Is there anyone available to replace her?	14. Наш викладач захворіла. Чи є хтось вільний, щоб замінити її?
15. The overwhelming majority of pupils finish comprehensive school at the age of 17 in Ukraine.	15. Переважна більшість учнів закінчують загальноосвітню школу у віці 17 років в Україні.
16. Each public university in England demands certain 'A' level grades.	16. Кожен державний університет Англії вимагає певний «А» рівень оцінки знань.
17. Fair, honest and impartial local authorities are the pledge of strong and rich country.	17. Порядні, чесні та справедливі органи міського самоврядування це порука сильної та багатой країни.
18. State secondary schools are mainly 'comprehensive' schools in Britain.	18. Державні середні школи переважно загальноосвітні в Великій Британії.
19. The setting up of the university in 1890 helped many students to become a good specialists and foremost teachers.	19. Започаткування університету в 1890 році допомогло багатьом студентам стати хорошими спеціалістами та передовими вчителями.
20. In Britain pupils of sixteen do exams called GCSE in a variety of subjects.	20. В Британії учні шістнадцяти років складають іспити ЗССО по ряду предметів.

**6. Look through the text and give the main idea of it.**

**7 Use the statements of the text, do the following tasks.**

**a) Prove that**

- There are three main stages in British education.
- State secondary schools in Britain are mainly comprehensive.
- The British government only gives a few grants.
- Pupils in Britain have to do too much testing.

**b) Explain why**

- Pupils in England have to study core subjects.
- Some pupils in Britain take “A” or “A/S” level exams.
- Students in England have to borrow money from bank.
- Educational standards raised in most areas of England and Wales.

**8. Translate the sentences into English and write them down.**

1. Найвідоміша школа в Англії – Ітон. Шотландія має свою власну освітню систему.
2. В деяких областях органи самоврядування вводять «систему відбору» студентів.
3. У Великій Британії освіта обов’язкова з п’яти до шістнадцяти років. Також ці країни мають державний навчальний курс.
4. В Англії учні повинні вивчати обов’язкові предмети, такі як математика, Англійська та природничі науки.
5. В чотирнадцять, студенти можуть вивчати факультативні предмети. В шістнадцять, учні отримують спеціалізацію.
6. Коли учні отримують спеціалізацію, вони вибирають три або чотири предмети.
7. Британські учні повинні скласти приблизно 87 офіційних тестів протягом навчання у школі.

8. Деякі школи в Англії також мають великі проблеми з дисципліною.

**9. Write the words given in brackets from ex. 3 in the form of dictation.**

**10. Express your opinion about the education system in Great Britain. What do you like (dislike) in this system? Explain your point of view. Would you like to study there? Tell about the difference between British educational system and ours.**

**11. Speak to each other on the following topics.**

1. Private schools and their role in the system of education.
2. Girls' schools and boys' school, and their effect to the pupils' knowledge.
3. Your attitude to your core subjects. Do you have optional subjects? How do you think why?
4. Would you like to chose which subjects to study?

**12. Write about the problems of British schools, try to compare them with our problems using the following additional information.**

**13. Role-play**

**THE ROLE OF CORE AND OPTIONAL SUBJECTS IN PUPILS' (STUDENTS') LIFE**



**Situation:** Pupils (students) study many subjects at school (university). All subjects are known to be quite different and, of course, interesting in their own way. Today practically all pupils (students) have a splendid chance of choosing those subjects which will be useful for then in future. Three group of students discuss this problem.

The main characters of the discussion are:

**Opponents** – is a group of participants, insisting on one or another point of view; **observers** – is a tutor with **a few assistants**.

Three groups of participants prove the correctness of the opposite point of view.

**The first group proves that** it is necessary pay attention only to core subjects because

- Core subjects broaden pupils' (students') horizons and become a guiding light in their future.
- Core subjects help pupils (students) to master future speciality.
- Core subjects help to acquire necessary knowledge, habits and skills.

**The second group proves that** optional subjects are necessary for pupils (students) too because

- They are also good for so-called «overall development».
- Optional subjects also contain a lot of interesting and .
- Optional subjects also help to develop pupils' (students)' creative and mental thinking.

**The third group proves that** it is an acute problem because

- Both types of subjects have their own peculiarities.
- Both types of subjects attract pupils' (students)' attention especially if they are taught in «play and learn » form.
- Both types of subjects teach pupils (students) to think independently and to work actively.

## **QUESTIONS FOR DISCUSSION.**

Is it good – to use tablets instead of books?

Is it necessary to hold meetings with the Dean of the faculty?

Should tutors worry about their groups' success and results in studying?

Friendly contacts between tutors and pupils (students).

Development of pupils' (students') independent activity.

**14. Imagine that you are a tutor. There are a lot of inquisitive and emotional students in your group. They like to be mobile, fussy and everything is interesting for**

**them. Different subjects help them to realize themselves through role play or dialogue. What subjects will you advise them to study – core or optional? Or maybe both types? Why?**

## UNIT X

be allowed to	essay	legal deposit
bow-tie	fee	post-graduate
determine	gown	residential
entitle	hostel	surviving
		tutor

**1. Read the new words and word combinations with their translation and write them down into the vocabulary. Pay attention to their spelling.**

- |  |  |
|--|--|
| 1. to be allowed to [q'laVd] – бути<br>дозволенням | 3. determine [d'l'tE:mln] – визначати;<br>встановлювати                |
| 2. bow-tie [ 'bqVtal] – краватка-<br>метелик       | 4. to be entitled (to) [ 'ln'talt] – давати<br>право на                |
| 5. essay ['esel] – есе; твір                       | 9. legal deposit [ 'ljg(q)l d'l'pZlt] – <i>тум</i> ві-<br>льний доступ |
| 6. fee [fj] – платня                               | 10. post-graduate [ 'pqVst'grxGVqt] – аспі-<br>рант                    |
| 7. gown [gaVn] – мантія                            | 11. residential [ 'rezl'dens(q)l] – житловий                           |
| 8. hostel [ 'hPstl] – гуртожиток                   | 12. surviving [sq'vaIvln] – той, що дожив,                             |

(студентський)

уцілів

13. tutor [ˈtʃʌtə] – керівник групи студентів

## 2. Read the word combinations and sentences and answer the questions.

1. **To be allowed to.** It *is allowed to* promote the students' work. *Is it allowed to* be in Oxford University without a uniform? – No, it is forbidden. *Is it allowed to* devote all the free time to computer games? – It *is allowed*, but not good. In Oxford University a student *is not allowed to* have dinner in the college dining-hall without a gown. *Is it allowed* in your university not to wear the uniform?

2. To wear **bow-tie**, a nice *bow-tie*, an ugly *bow-tie*, a nice tie, but an ugly *bow-tie*. When the students in Oxford are taking examinations they have to wear a black suit and a white *bow-tie*. Do you like to wear *bow-tie*? – No, I don't like to wear *bow-tie*, I prefer to wear a tie. Do you know somebody who likes to wear *bow-tie*?

3. To **determined** by the government, to *determine* the date of the admission tests, to *determine* the cause of the punishment. The academic year in Oxford is divided into three terms, *determined* by Regulations. Who *determines* the timetable of your double periods?

4. To *entitle* to the free education, to *entitle* to request, to *entitle* to research, to *entitle* to come to the university by bicycle. The library in Oxford is a legal deposit library, which means that it is *entitled* to request a free copy of every book published in the UK. Does your library *entitle* to request a free copy of every book you want?

5. A big **essay**, a little *essay*, a considerable *essay*, an important and very considerable *essay*, to write an *essay*. Reduce your *essay*, Tom, if you want to be listened to! Did you write an *essay*? – Yes, I did. The tutor is going to evaluate it. The tutors in Oxford discuss with the students their work that

they did, criticize in detail their *essays* and give the next week's work. Do you like to write an *essay*?

6. The high *fee*, the low *fee*, the worthy *fee*, the lack of *fee*, the tuition *fee*. Her husband is very rich, so her tuition *fee* doesn't bother him. All the teachers and parents were informed about the tuition *fee*. In Oxford the majority of the student body are sons of rich parents as the tuition *fee* is very high. Is the tuition *fee* high in Ukraine?

7. A black *gown*, a brown *gown*, a dark blue *gown*, a red *gown* and a black bow-tie, a student's *gown*. Do you like to wear a *gown*? – No, I don't, but all students in Oxford must wear black *gowns* and caps. Do the students in your university wear a *gown*?

8. A big *hostel*, an ancient *hostel*, a students' *hostel*, the lack of *hostel*. Many students live in a *hostel*. In Oxford the students have to live in one of the University *hostels* or in a private room. Where do you live in Odessa? – I live in the *hostel*, because I'm a student. Do you live in the *hostel*?

9. The legal deposit, the legal deposit library, the legal deposit library and a very good reading-room. The library in Oxford is a *legal deposit* library, which means that it is entitled to request a free copy of every book published in the UK. Does your university have a *legal deposit* library?

10. The intelligent *post-graduate*, to encourage the *post-graduate*, the sympathetic *post-graduate*. The scientific research of this *post-graduate* is very considerable. Society evaluated the contribution of this *post-graduate* to the modern science. Do you want to be a *post-graduate*?

11. The *residential* building, the *residential* college, the *residential* district. Are many universities in Ukraine *residential*? – I hope so. The colleges of Oxford are *residential*. It is a lack of *residential* universities. Is your university *residential*?

12. The ancient *surviving* monument, the *surviving* building, the *surviving* object, the *surviving* literary language.

This *surviving* monument dates back to the Middle Ages. Oxford University is the third oldest *surviving* university and the oldest university in the English-speaking world. Is your university one of the oldest *surviving* university of Ukraine?

**13.** The intelligent *tutor*, the outstanding *tutor*, the *tutor* with very high potential and creative thinking. This *tutor* lives father away from the university, so he gets there on bicycle. Are your *tutors* good? – Yes, they are. Many of them are foremost teachers. Do you have *tutors* in your university?

**3. Read the sentences, translate into English the words of the sentences given in brackets, learn the additional information about what you have read from your group-mate.**

1. This little girl is absolutely (неосвічена). 2. She doesn't want to study, but she likes to (шити). 3. She always (приїжджає) to school (на велосипеді), because she lives (дальше від) the school than her class-mates. 4. She is (нудна) and she doesn't have (високий потенціал). 5. But she has two (основні якості): (творче мислення) and (винахідливість). 6. Also she is a person of strong (характер), and she wants to be a designer of clothes. 7. She thinks that she (варта) to be famous. 8. (Головним чином) she isn't a bad girl. 9. Maybe (завдяки) her (творчому мисленню) she'll be an (видатний) designer, but she won't be a (старанний) student. 10. Do you want to become an (видатна) teacher? 11. How do you think should the (різностороння людина) be well (інформована)? 12. Is it important for the designer to be an (різносторонньою людиною)?

**4. Read and translate the text. Answer the following questions, be ready to retell it.**

## ***OXFORD UNIVERSITY***

The University of Oxford is one of the most famous universities in the world, and leading academics come to Oxford from all over the world. It is located in the English city of Oxford. It is the third oldest surviving university and the oldest university in the English-speaking world.

University College was founded in 1249. The tutorial system is one of the ways in which Oxford University differs from all the other English Universities. Every student has a tutor and as soon as you come to Oxford one of the first thing you have to do is to go and see your tutor. He, more or less, plans your work, gives you a list of books, to read and gives work for you to do (for example an essay to write). Each week you go to see him, may be with two or three other students and he discusses with you the work that you did last week, criticizes in detail your essays and gives you the next week's work.

The academic year is divided into three terms, determined by Regulations. *Michaelmas Term* lasts from October to December and gets its name from the Feast of St Michael and All Angels, which falls on 29 September; *Hilary Term* is named because the feast day of St Hilary of Poitiers, 14 January, and lasts from January to March; and *Trinity Term* from April to June.

Within these terms, Council determines for each year eight-week periods called *Full Terms* after Trinity Sunday, which falls eight weeks after Easter, during which undergraduate teaching takes place. These terms are shorter than those of many other British universities.

As the colleges of Oxford are residential (i.e. the students have to live in one of the University hostels or in a private room) they are smaller than most of the colleges of other Universities. The students wear black gowns and caps. Without a gown a student is not allowed to come to his tutor to

have dinner in the college dining-hall or attend a lecture. When they are taking examinations they have to wear a black suit and a white bow-tie.

The majority of the student body are sons of rich parents as the tuition fee is very high. A person who has taken the lowest degree, a Degree of Bachelor, is called a graduate, while any graduate that continues his studies or research to receive a Degree of Master or Doctor is called a post-graduate. A degree costs a lot at Oxford.

The University is also famous for its library. Oxford's central research library is the Bodleian, founded by Sir Thomas Bodley in 1598 and opened in 1602. With over 8 million volumes housed on 117 miles (188 km) of shelving, it is the second-largest library in the UK, after the British Library. It is a legal deposit library, which means that it is entitled to request a free copy of every book published in the UK. As such, its collection is growing at a rate of over three miles (five kilometres) of shelving every year.

1. Is Oxford University old? How old is it?
2. Does the educational system of Oxford differ from all the other English Universities? What system do they have?
3. How many terms are there in the academic year? Can you name them?
4. Are the colleges of Oxford residential? What does it mean?
5. Do the students in Oxford have any uniform? What should they wear?
6. Is the tuition fee high in Oxford? How do you think, why?
7. What can you say about a degree at Oxford?
8. What is Oxford University also famous for?

## **5. Read the following word combinations and sen-**



**tences. Cover the left side of exercise and try to translate the word combinations and sentences.**

- |   |   |
|---|---|
| <ol style="list-style-type: none"><li>1. to wear bow-tie</li><li>2. to determine the date of the admission tests</li><li>3. to entitle to the free education</li><li>4. a considerable essay</li><li>5. tuition fee</li><li>6. It is allowed to promote the students' work.</li><li>7. Is it allowed to be in Oxford University without a uniform? – No, it is forbidden.</li><li>8. When the students in Oxford are taking examinations they have to wear a black suit and a white bow-tie.</li><li>9. The library in Oxford is a legal deposit library, which means that it is entitled to request a free copy of every book published in the UK.</li><li>10. Reduce your essay, Tom, if you want to be listened to!</li><li>11. The tutors in Oxford discuss with the students their work that they did, criticize in detail their essays and give the next week's work.</li></ol> | <ol style="list-style-type: none"><li>1. носити краватку-метелик</li><li>2. встановлювати дату вступних тестів</li><li>3. давати право на безкоштовне навчання</li><li>4. вагомий твір</li><li>5. плата за навчання</li><li>6. Дозволяється стимулювати роботу студентів.</li><li>7. Чи дозволяється знаходитися в Оксфорді без уніформи? – Ні, це заборонено.</li><li>8. Коли студенти в Оксфорді складають іспити, вони повинні бути вдягнуті у чорний костюм та білу краватку-метелик.</li><li>9. Бібліотека в Оксфорді – це бібліотека вільного доступу, це означає, що є правомірним запросити безкоштовну копію будь-якої книги, яка надрукована у Об'єднаному Королівстві.</li><li>10. Скороти свій твір, Том, якщо ти хочеш бути почутим!</li><li>11. Керівники груп студентів в Оксфорді обговорюють з ними роботу, яку вони зробили, детально критикують їхні твори та дають роботу на наступний тиждень.</li></ol> |
|---|---|

12. In Oxford the students have to live in one of the University hostels or in a private room.

13. The scientific research of this post-graduate is very considerable.

14. Are many universities in Ukraine residential? – I hope so.

15. This surviving monument dates back to the Middle Ages.

16. Are your tutors good? – Yes, they are. Many of them are foremost teachers.

12. В Оксфорді студенти повинні жити в одному з університетських гуртожитків чи знімати кімнату.

13. Наукове дослідження цього аспіранта дуже вагоме.

14. Чи багато університетів в Україні мають житлові приміщення? – Сподіваюсь, що так.

15. Цей уцілілий пам'ятник веде початок від середніх віків.

16. Чи керівники ваших грип хороші? – Так. Багато з них – передові вчителі.

**6. Look through the text and give the main idea of it.**

**7 Use the statements of the text, do the following tasks.**

**a) Prove that**

- Oxford is a very old university.
- The tutorial system in Oxford University differs from all the other English Universities.
- The academic year is divided into three terms.
- The majority of the student body are sons of rich parents.

**b) Explain why**

- Each week students in Oxford go to see their tutor.
- The students have to live in one of the University hostels or in a private room.
- The students wear black gowns and caps.
- The University is also famous for its library.

**8. Translate the sentences into English and write them down.**

1. Оксфордський університет третій з найстаріших уцілілих університетів та найстаріший університет в англомовному світі.
2. Система призначення керівників – один зі шляхів за якими Оксфордський університет відрізняється від всіх інших університетів Англії.
3. Академічний рік в Англії розподіляється на три семестри.
4. Коли студенти в Оксфорді складають іспити, вони повинні бути вдягнуті у чорний костюм та білу краватку-метелик.
5. В Оксфорді студенти повинні жити в одному з університетських гуртожитків чи знімати кімнату.
6. Переважна більшість студентів – діти заможних батьків, тому що плата за навчання дуже висока.
7. Бібліотека в Оксфорді – це бібліотека вільного доступу, це означає, що є правомірним запросити безкоштовну копію будь-якої книги, яка надрукована у Об'єднаному Королівстві.

**9. Write the words given in brackets from ex. 3 in the form of dictation.**

**10. Express your opinion about Oxford University. What do you like (dislike) in it? Explain your point of view. Would you like to study there?**

**11. Speak to each other on the following topics.**

1. Expansive education – is good education.
2. Uniform and its role in the system of education.
3. Is a good and legal deposit library luxury?
4. Hostel or your private room, what is better?

5. Would you like to choose which subjects to study?

12. Write about the model of perfect university.

13. Role-play.

## THE ROLE OF LIBRARY IN STUDENTS' LIFE

**Situation:** Three groups of students discuss what is better today – to go to the library and work with books or to work there with Internet resources. Nowadays one can find a lot of interesting information everywhere. Visits to different libraries help to broaden students' horizons, raise their intellectual level, develop logical thinking and improve their memory.

The main characters of the discussion are:

**Opponents** – is a group of participants, insisting on one or another point of view; observers – is a tutor with a few assistants. Three groups of participants prove the correctness of the opposite point of view.

**The first group proves that** it is better to work with books than with Internet resources because

- Books develop logical thinking.
- Books develop the habit of work.

- Books help students to work independently and develop their creative thinking.

**The second group proves** that Internet resources are better because

- It is possible find the necessary information quicker than while working with books.

- Only dreamy and naive people like to read books.

- There are a few people reading books nowadays.

**The third group proves that** it depends upon a particular person because

- It's good to work with books and Internet resources.

- A lot of practical students find different books in Internet and read them with pleasure.

- Books and Internet Resources help to relapse into a world of dreams and mystery.

### **QUESTIONS FOR DISCUSSION.**

Do you agree that books help students to become all-rounders?

Do you agree that Internet resources play the same role in students' life?

Computer technologies and Internet resources oust reading books today.

Is it possible to restrict time between reading books and working with Internet resources?

What develops students' inner world better – books or Internet technologies?

**14. Imagine that you are a tutor. You work with students and you like your job very much. You are demanding but try to be friendly and encourage them in all that they do. What will you advise them – to read books of different genres or to work with Internet? Why?**

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## ІНШОМОВНИЙ НАУКОВИЙ ТЕКСТ

Проблема розуміння іншомовних наукових текстів складна і багатоаспектна, досить актуальна для освітнього процесу вищої школи. Іншомовний науковий текст – це основна форма існування наукового знання (в якому матеріально зафіксована людська думка), на освоєння якого направлено навчання в вузі. Іншомовний науковий текст є мовним вираженням інтелектуальних можливостей індивіда, і, будучи продуктом інтелекту, текст може бути релевантним, значущим тільки для інтелекту. Інтелектуальна культура особистості є одним з структурних компонентів особистісної культури як цілісного та системного явища. Інтелектуальна культура включає інтерес до роботи з книгою і новими інформаційними технологіями; розвинені розумові сили, мислення, здатність здійснювати саморегуляцію інтелектуальної діяльності. Інтелектуальна культура залежить і одночасно впливає на розвиток всіх видових підсистем особистісної культури, пов'язаних між собою.

Будь-якому іншомовному науковому тексту притаманні особливості мови, а саме — здатність слів називати, позначати й описувати явища дійсності. Його основна

функція – інформативна (повідомлення, пояснення, з'ясування, обґрунтування, класифікація понять, систематизація знань, аргументований доказ); завдання – передавання інформації. Іншомовний науковий текст – спосіб репрезентації іншомовної наукової інформації, результат наукового дослідження. Він обов'язково відображає ту чи іншу проблему, висуває гіпотези, орієнтує на нове знання, характеризуються доцільністю і раціональністю усіх положень, орієнтований на досягнення дослідницької мети та завдань. Він має раціональний характер, складається із суджень, умовиводів, побудованих за правилами логіки науки і формальної логіки.

## **ОСОБЛИВОСТІ НАУКОВОГО СТИЛЮ**

Науковий стиль української мови має свої особливості. Його основна функція - інформативна (повідомлення, пояснення, з'ясування, обґрунтування, класифікація понять, систематизація знань, аргументований доказ); завдання - передавання інформації. Загальні ознаки наукового стилю - поняттєвість, об'єктивність, точність, логічність, доказовість, аргументованість, переконливість,

узагальнення, абстрагованість, висновки; мовні ознаки - усна і писемна форми, широке використання термінів та іншомовної лексики, номенклатурних назв, символів, таблиць, діаграм, схем, графіків, цитат, переважання складних речень; форма тексту - монологічна (опис, міркування). Активно функціонуючи в різних формах вираження наукової думки (найчастіше - у письмовій, рідше - в усній), науковий стиль розгалужується, за традиційною класифікацією, на чотири основні різновиди: власне науковий, науково-навчальний, науково-популярний, науково-публіцистичний. Науковий текст - спосіб репрезентації наукової інформації, результат наукового дослідження.

*Особливості наукового тексту.* Науковий текст обов'язково відображає ту чи іншу проблему, висуває гіпотези, орієнтує на нове знання, характеризуються доцільністю і раціональністю усіх положень, орієнтований на досягнення дослідницької мети та завдань; він має раціональний характер, складається із суджень, умовиводів, побудованих за правилами логіки науки і формальної логіки; широке використання понятійного, категоріального апарату науки; текст не ґрунтується на образі, не активізує почуттєвий світ його читача, а орієнтований на сферу раціонального мислення; його призначення не в

тому, щоб змусити повірити, а в тому, щоб довести, обґрунтувати, аргументувати істину.

### *Структура наукового тексту*

1. Вступна частина, у якій окреслюють проблему, мету і завдання, гіпотези і методи дослідження. 2. Дослідна частина тексту описує дослідження і його результати. 3. Висновкова частина тексту регламентує висновки і рекомендації для проведення подальших наукових досліджень. Мистецтво наукового тексту полягає у тому, щоб не тільки рельєфно відобразити окремі його складові, а й інтегрувати їх у цілісність.

*Загальні вимоги до наукового тексту.* Текст має бути чітко структурованим, поділятися на розділи і параграфи. Потрібно прагнути того, щоб кожен розділ був самостійним науковим дослідженням з певної складової загальної проблеми, щоб кожному складову було викладено в тексті, а текст був цілісним, а не фрагментарним. Крім членування тексту на розділи і параграфи, він має деталізований розподіл на значеннєві частини, абзаци і речення. Варто пам'ятати, що надмірне дроблення тексту утруднює його сприйняття, тому абзаци мають бути обґрунтованими і зводитися до викладу однієї думки.

Текст має вирізнятися композиційністю. Початок і кінець абзаців у науковому тексті - це найбільш інформативні місця; інші речення тільки розкривають, деталізують, обґрунтовують, конкретизують головну думку або є сполучними елементами. Під час викладу матеріалу необхідно уникати понять, які не можна тлумачити однозначно. У тексті не має бути повторів, зокрема, це стосується висновків, написання яких передбачає новий рівень систематизації й узагальнення. о Науковий текст позбавлений авторського "Я". Перевагу варто надавати безособовим формам викладу. Він має вирізнятися стислістю і ясністю викладу, відповідати формулі "Думкам просторо, а словам тісно". Ця вимога передбачає запобігання повторів, багатослів'я, зайвих слів, канцеляризмів тощо.

## **ОСОБЛИВОСТІ НАУКОВОГО ТЕКСТУ**



Основними мовними засобами наукового стилю є велика кількість термінів, схем, таблиць, графіків, абстрактних (часто іншомовних) слів, наукова фразеологія (стійкі термінологічні словосполучення), цитати, посилання; уникання емоційно-експресивних синонімів, суфіксів, багатозначних слів, художніх тропів, індивідуальних неологізмів.

До мови наукової літератури ставляться особливо суворі вимоги щодо дотримання норм, що сприяє посиленню логізації викладу. Адже метою наукових творів є ознайомлення читача з результатами досліджень учених у різних галузях знань. Меті підпорядковані спосіб викладу матеріалу, і, відповідно, мовні засоби, які використовуються. Вони повинні забезпечувати повне й точне осмислення теми, послідовність і взаємозв'язок думок. Усі міркування автора твору мають спрямовуватися на переконливе обґрунтування висновків, результатів, яких було досягнуто він під час дослідження. Чітка послідовність мислення автора передбачає насамперед логічне, а не емоційно-чуттєве сприйняття наукового твору, тому емоційно-експресивні мовні засоби не мають бути домінантними в ньому.

Розглянемо головні мовні засоби в науковому стилі за рівнями літературної мови.

Лексика та фразеологія. Загальновживані слова, загальнонаукова лексика й терміни визначають мовні особливості стилю творів, у яких ідеться про результати досліджень, досягнення науковців. Слова у таких текстах вживаються у своїх прямих значеннях, синонімів майже немає. Із зображальних засобів переважають порівняння. Вони допомагають скласти виразніше уявлення про предмет розповіді.

Фразеологія наукової мови також вельми специфічна. Вона покликана, з одного боку, визначати логічні зв'язки між частинами висловлювань (наприклад, такі стійкі словосполучення, як навести результати, як показав аналіз, на підставі отриманих даних, підсумовуючи сказане, звідси випливає, що тощо; див. наведений нижче перелік); з іншого боку, позначати певні поняття, будучи термінами (вільна економічна зона, мертва мова, струм високої напруги, форма релігійного світогляду).

На лексичному й фразеологічному рівнях слід виділити наявність великої кількості термінів із різних галузей знання, а отже, - виразно іменний характер висловлюван-

ня, адже більшість термінологічної лексики становлять іменники. Оскільки наука оперує не образами, а поняттями, то наукові твори також насичені абстрактною лексикою.

Найбільшу частину інформації викладено з застосуванням наукових і спеціальних термінів. Вживають також слова й усталені словосполучення, що допомагають послідовно, логічно пов'язати між собою окремі елементи наукового тексту:

- таким чином;
- однак;
- крім цього;
- з іншого боку;
- у свою чергу;
- у даному разі;
- по-перше (по-друге, по-третє тощо);
- описаний вище;
- наведені результати;
- на підставі отриманих даних;

- як показали дослідження.

Особливо необхідно виділити слова, які свідчать про ступінь вірогідності (дійсно, зрозуміло, вірогідно), об'єктивність наведеної інформації (думають, вважають, стверджують, здається, можливо). Ці мовні звороти нададуть висловлюванню відносності, а от абсолютні твердження вимагатимуть від автора найвищої відповідальності.

Морфологія. У науковому стилі розширені функції іменників і прикметників за рахунок дещо звуженого використання дієслова. Для всіх форм останнього, а також для іменника, характерні абстрактні, узагальнені значення.

У науковій прозі широко представлені відносні прикметники, оскільки саме вони, на відміну від якісних, дають змогу з максимальною точністю визначати потрібні ознаки понять. Як відомо, від відносних прикметників не можна утворювати форми ступенів порівняння. Тому в текстах наукових праць, використовуючи якісні прикметники, надають перевагу аналітичним (складеним) формам ступенів порівняння, щоб витримувати однаковий стиль мовлення, використовуючи слова (най)більш, (най)менш.

Наукова мова вирізняється також тим, що вона не експресивна. Звідси переважна форма оцінки - констатація ознак, притаманних предметові або явищу, які вони визначають.

## **КОМПОЗИЦІЇ ВИДІВ НАУКОВИХ ТЕКСТІВ**

За способом викладу наукові тексти поділяються на: наративний, дескриптивний та аргументативний.

Види (жанри) наукових текстів.

Серед різних категорій наукових текстів особливе місце посідають академічні тексти. Академічним науковим тестам, основними жанрами яких є стаття, тези, монографія та дисертація, притаманні всі ті риси, що є характерними для наукового стилю взагалі. Але кожен із жанрових різновидів має свою власну специфіку.

Наукова стаття (article) – це текст, спрямований на повідомлення певної інформації про результати проведеного дослідження з тієї чи іншої теми. Така мета обумовлює стилістичні особливості статті, серед яких перше місце посідають об'єктивність, лаконічність, чітка структура та аргументація, наявність висновків (висновки

робляться наприкінці логічно завершених блоків, а також у кінці всього тексту (загальні висновки), наявність пояснень специфічної термінології, якщо вона вживається в тексті (адже читач не завжди володіє матеріалом повною мірою, і автор має забезпечити максимально адекватне сприйняття роботи).

Хоча кількість логічно завершених частин може бути різною, наукова стаття має певні обов'язкові елементи, до яких належать: - вступ - формулювання мети роботи («The present analysis examines fundamental questions at the intersection of social science and social technology...» - безпосередньо виклад матеріалу - висновки (часто у висновках мова йде про перспективи подальших досліджень із поданої теми).

У вступі та висновках є можливим вживання займенника «I», в інших частинах автор уживає займенник «we» або безособові звороти. Наприклад: «Today it has become fashionable in the science to appeal to the specialized knowledge and authority of experts...»; «... it is evident that the specific institutional legacies...», «It is time for the democracy- promotion community to discard the transitional paradigm». При цьому обов'язковим є посилання на джерело, з якого взято цитату. Деякі наукові журнали

публікують список вимог до матеріалів, які надано для публікації.

Тези (abstract / advanced proofs) являють собою скорочений варіант наукової статті. Особливостями тез є менш розгорнута структура - більш лаконічні синтаксичні структури - невелика кількість посилань (або повна їх відсутність). Наявність вступу й висновків є обов'язковою.

Монографія (monograph) як жанр академічних текстів поєднує в собі кілька жанрових різновидів. Монографії поділяються на індивідуальні й колективні. Окремі розділи колективної монографії можуть являти собою, фактично, збірку наукових статей різних авторів, які об'єднано спільним тематичним напрямком.

На відміну від статті, в монографії іноді припускається вживання займенника «I» замість «we». Монографія може бути значно ближчою до публіцистичного стилю або стилю художньої літератури, ніж стаття. Порівняно великий обсяг монографії обумовлює вживання в ній більшої кількості прикладів та ілюстрацій.

Іноді дуже важко визначити чітку різницю між великою статтею й монографією. Англійське слово «monograph» означає як серйозну статтю, так і книжкове видання. Для монографії, як і для статті, важливою є чітка

внутрішня логіка та структурованість тексту. При цьому назви розділів і підрозділів монографії можуть характеризуватися високим ступенем образності. Наприклад, підрозділи всесвітньо відомої роботи М. Кастельса «Інформаційне суспільство» мають такі назви: «Яка революція?», «Час як джерело вартості: глобальне казино», «Віртуальний час», «Шрами історії, уроки для теорії, спадок для суспільства», «Край вічності: позачасовий час», «Простір потоків» тощо. Велике значення для структурованості монографії мають абзаци. Науковий текст є більш щільним, порівняно із художнім. Частково це є пов'язаним з тяжінням наукового стилю до складних термінів і понять. Крім того, монографія (як і інші наукові тексти), не містить діалогів, наявність яких суттєво збільшує кількість неповних рядків. Оскільки науковий текст є більш однорідним, ніж художній, то для забезпечення його адекватного сприйняття дуже важливим є грамотне розбиття тексту на абзаци. Розподіл тексту на абзаци в межах наукового стилю часто має ієрархічний характер. Мова та стиль дисертаційної роботи (dissertation / thesis) як частини писемної наукової мови сформувалися під впливом академічного етикету, сутністю якого є інтерпретація власної та запозиченої точок зору з метою



обґрунтування наукової істини. Мова дисертації має характер цілеспрямованості та прагматизму. Не рекомендується змішувати в тексті дисертації термінологію, притаманну різним галузям знань. Домінуючими рисами є практична відсутність експресії, основна форма оцінки – це констатація ознак досліджуваного явища.

Дієслова в дисертаційному дослідженні мають особливе інформаційне навантаження. Так, автори дисертацій зазвичай пишуть «the problem under analyses» або «analyzing the problem», а не «the problem which was analyzed». Дуже поширеними є вказівні займенники «this», «that», «those» тощо. Мова дисертації пов'язана зі складною аргументацією – саме це обумовлює вживання складних синтаксичних конструкцій, різноманітних сполучників і вступних слів (наприклад, «instead of», «due to», «related to the idea», «hence», «although», «both... and», «therefore» та ін).

Важливою умовою написання дисертації є смислова точність уживання лексичних одиниць та ясність викладення матеріалу (тобто доступний і зрозумілий виклад матеріалу, який не перевантажено спеціальною термінологією) та стислість (уникання зайвих слів під час побудови речень, уникання тавтології тощо).

До навчально-довідникової літератури(educational and reference literature) належать такі наукові тексти: - підручники (textbooks) - посібники, довідники (reference books, handbooks, manuals) - словники (dictionaries, vocabularies) тощо. Головною метою навчально-довідникової літератури є донесення інформації про певне явище або подію до читача для розширення ним свого кругозору або закріплення вже наявних знань.

Відповідно для характеру основної мети, особливе значення для цього роду наукових текстів має доступність, ясність та прозорість викладення інформації. Речення є достатньо лаконічними, порівняно з іншими жанрами наукової літератури. Для підручників і посібників характерною є чітка структура, наявність багатьох дрібних підрозділів, активне вживання графічних засобів виразності (зміна шрифту, кольору, широке застосування схем, малюнків та фотографій). Наприкінці розділів підручників часто розміщено список контрольних запитань, що охоплюють найбільш важливі моменти викладеного матеріалу.

Наприклад, у американському підручнику з фізичної антропології практично кожна сторінка розділена на невеличкі (від двох до десяти абзаців по 4 – 5 речень)

підрозділи, що мають підзаголовки, виділені жирним шрифтом. Підручник містить багато схем, таблиць, фотографій та ілюстрацій. Текст витримано в чорному (основний текст, підзаголовки дрібних підрозділів, назви розділів) та синьому (сторінки, назви частин розділу, елементи ілюстративного матеріалу) кольорах. Додаткова інформація, а також підписи під ілюстраціями подано більш дрібним шрифтом. Чітка структурованість підручника доповнюється наявністю короткого (3 – 4 абзаци) Summary в кінці кожного розділу, пункту Suggested Readings (тобто, рекомендована література, розділена на 1-3 групи, згідно із розглянутими в розділі питаннями), а також пункту Study Questions. Останній пункт у підручнику подано як у формі запитань, що починаються з питального слова («What environmental factors can be correlated with the distribution of difference in skin color?», «How are skin color and general body build related to one another?») або з дієслова, так і у формі завдань-інструкцій («A legitimate scientific pursuit is the exploration of possible intellectual differences between groups. Explain why IQ and other standardized tests are not good measures of the comparative intelligence of different populations»). Наприкінці підруч-

ника подано Glossary, де дані короткі дефініції найбільш важливих і часто вживаних у підручнику термінів.

Посібники (manuals, textbooks) найчастіше являють собою стисле доповнення до підручників, тому для них є характерною акцентуація уваги на найбільш складних для засвоєння моментах, значна схематизація матеріалу й розбиття його на невеличкі, прості для засвоєння, блоки.

Матеріал словників і довідників у більшості випадків організовано за алфавітним принципом (рідше – за тематичним). Таку літературу створено для швидкого знаходження необхідної інформації, окремі блоки якої не пов'язані між собою. Для більш зручної орієнтації в текстовому просторі активно застосовуються графічні засоби (зміна шрифту, наявність додаткових схем, малюнків тощо). Експресія тексту словників і довідників або відсутня, або зведена до мінімуму та здебільше виражена кількісними засобами (наприклад, в англо-англійському словнику слово «bitterly» пояснюється як «in a way that makes you very unhappy, or shows that you are very unhappy», а слово «huge» як «extremely large»). Для цього жанрового різновиду характерні стислі формулювання, а також скорочення та умовні позначення, список яких розміщено на початку тексту.

Отже, хоча кожен із жанрових різновидів англomовної навчально- довідникової літератури має свої стилістичні особливості, загальними рисами для всіх них є максимальна стислість матеріалу - відсутність великої кількості спеціальних термінів (за умови їх вживання даються пояснення в самому тексті або в глосарії в кінці тексту); доступність - велика кількість графічних ілюстрацій (схем, малюнків, таблиць, фотографій тощо).

Інформативно оціночні тексти включають такі жанрові різновиди: - реферат - анотація (abstract, annotation) - узагальнення (summary) - рецензія (review) та ін. Головним призначенням цих текстів є інформування читача про якісний рівень або зміст тієї чи іншої наукової роботи (статті, монографії, дисертації тощо).

Реферат (report) складається з фрагментів оригінального тексту (наприклад, дисертації), знайомить читача зі змістом цього тексту й у такий спосіб заміняє його. Кількість речень у рефераті до навчального тексту або невеликої статті приблизно відповідає кількості абзаців у оригіналі (зазвичай 13 – 15 речень). Залежно від ступеня скорочення, виділяють два типи рефератів: інформативні (менш скорочені) та індикативні (максимально скорочені, іноді до 7 – 8 речень) реферати.

Анотація (abstract, annotation), на відміну від реферату, повідомляє лише тему першоджерела й полегшує пошук необхідної інформації з цього предмета. Анотація завжди виконує номінативно-інформативну функцію та є автономною стосовно тексту, навіть коли вона стоїть між текстом та заголовком. Текст анотації викладається своїми словами. Анотація, як і реферат, має інформативну та індикативну форми. Для анотації характерна підвищена лаконічність і абстрагування змісту. При цьому складно уникнути деякої суб'єктивності формулювань. Значну роль відіграє вживання синонімів. Наприклад, книгу, яку анотують, можна назвати book,, monograph, work, investigation тощо. До анотації, як правило, входять оцінні вирази типу: «The author advances many ideas which are new and interesting... in his treatise... substantiated the principles of precise engineering calculations of properties». Вони обґрунтовують точку зору автора анотації. Оцінні моменти можуть набувати й більш суб'єктивного характеру: «The author makes a dubious assumption that...; the results of the research are of great importance». У цьому випадку анотація змикається з рецензією.

Рецензія (review) являє собою короткий критичний аналіз наукової (або художньої чи публіцистичної) робо-

ти, що складається із зазначення переваг і недоліків роботи та загального висновку. На лексичному та фразеологічному рівнях у рецензії англійською мовою найбільш поширеними є прикметники, що виконують функцію означення, які позитивно або негативно описують якості певної роботи (наприклад, *impressive, out-of-date, discursive, descriptive, inaccurate, vital, appropriate, great, critical, excellent, clear, recent, interesting, authoritative, complex, original, integrated, invaluable*). Під час рецензування часто застосовуються дієслова, які мають додаткове лексичне навантаження, що вже є свідченням бажання рецензента підкреслити позитивні чи негативні характеристики роботи (наприклад, *abridge (a gap), alter, tamper, be gratified, prize, recommend, overestimate, add, claim, fail, overcome, predict, omit, limit, fit, finish, overlook, mislead, be put off, lack, assume, supersede, specify*). Рецензія (Review)

Узагальнення за формою та змістом є близьким до анотації, проте більший акцент робиться на висвітленні причинно-наслідкових зв'язків тексту. Узагальнення, як і рецензія, може включати фрази, що підкреслюють переваги й недоліки роботи, а також стилістично нейтральні формули. Наприклад: *For: The article (author) finds a good deal to say in support of, supports, praises, declares its (his)*

support for, expresses hope that...; Against: The article (author) accuses (exposes, reveals, blames, condemns, criticizes, ridicules, protests against)...; The article (author) expresses alarm (concern, anxiety, disappointment)...; Neutrals: The article (author) discusses (express the view that, points out, focuses the reader's attention, highlights, comments on, gives an account of, summarize, stresses, emphasizes that, explains)... тощо. Таким чином, спільним для всіх текстів інформативно- реферативного жанру є функція інформування про якості та зміст певного оригінального тексту, на основі якого вони пишуться, а також функція економії часу.

## **АНГЛІЙСЬКИЙ ДІЛОВИЙ ЛИСТ**

### **(СТРУКТУРА ТА КЛІШЕ)**

Діапазон ділової англійської мови дуже широкий. Він включає в себе як стандартні конструкції, так і особливу лексику для бізнес-комунікації. І навіть якщо у вас хороший рівень розмовної англійської, діловий лист може ввести вас у ступор. Звичайно, в інтернеті можна знайти безліч готових зразків, але набагато краще володіти необхідними навичками та складати листи самостійно. Саме в



момент, коли вам потрібно написати діловий лист англійською, ви можете зрозуміти, що ваш словниковий запас і знання граматики бажають залишати кращого. Якщо ви хочете справити позитивне враження на партнерів і налагодити з ними довірчі взаємини, наші підказки будуть не зайвими. Засвоївши лексику ділової англійської, фрази вітання та прощання, ви отримаєте ефективний інструмент, який сприятиме розвитку вашої кар'єри.

Англійський діловий лист має масу нюансів, що відрізняють бізнес-комунікацію від буденного спілкування. Чіткість, точність і зрозумілість грають тут найважливішу роль. Від того, наскільки грамотна ваша ділова англійська, які фрази вітання і прощання ви використовуєте, залежить не тільки ваша робота, а й діяльність усієї організації. Щоб уникнути непорозумінь, розбіжностей і інших неприємних моментів, дотримуйтесь низки правил. Вони не тільки допоможуть вам скласти лист, але і донести його мету до одержувача. Перед надсиланням не полінуйтеся вичитати лист на помилки та переконайтеся, що він:

- правильно оформлений;
- читабельний, лаконічний і місткий;
- написаний грамотно та по суті;

- ввічливий, навіть якщо ви складаєте претензію або скаргу.

Якщо вам потрібно написати відповідь на лист від партнера, зверніть увагу, як він оформлений, у якому стилі подана інформація та які вислови використовуються.

Беріть стандартні англійські фрази вітання для ділового листування, уважно перевіряйте реквізити й не забудьте додати заключну частину. Обов'язково дотримуйтеся структури, яка виглядає так:

- ім'я одержувача й адреса;
- дата;
- посилання на сайт вашої компанії;
- вітання;
- головна частина;
- висновок;
- підпис;
- ініціали відправника;
- додатки.

Якщо стандартні фрази вітання для англійського ділового листування, як і інші формальні складові, можна знайти в інтернеті, то над змістом листа доведеться попрацювати самостійно. Помістіть найважливішу інформацію в пер-

ший абзац, а в наступних лаконічно та чітко позначте переслідувані цілі. В останньому ж абзаці вкажіть, чого ви очікуєте від одержувача, якими мають бути його дії. У бізнес-комунікації неприпустиме використання розмовних виразів, жаргону та сленгу, а також скорочень і слів із явним емоційним забарвленням.

## **ОСНОВНІ РЕКОМЕНДАЦІЇ ЩОДО НАПИСАННЯ АНОТАЦІЙ**

Написання анотації часто зустрічається на заняттях з англійської мови і переслідує певні цілі. По-перше, написання анотації дає унікальну можливість розширити свій активний і пасивний запас слів. По-друге, за допомогою анотації викладачі можуть легко оцінити загальний рівень володіння мовою, рівень розуміння прочитаного й уміння викладати свої думки англійською мовою.

Не секрет, що написання анотації становить величезні труднощі для студентів і школярів. І невміння її писати сильно ускладнює життя тому, хто вивчає англійську мову, оскільки анотація часто є частиною реферату статті, аналізу тексту, есе, твору, презентації.

Анотація (від латинського *annotatio* – примітка) – коротка

характеристика книги, статті, що викладає її зміст і, інколи, дає оцінку, допомагає читачеві орієнтуватися в літературі з того чи іншого питання і полегшує роботу студентів.

Існує кілька видів анотації. Анотації за змістом і призначенням можуть бути довідковими, описовими, реферативними, рекомендаційними і критичними. Зупинимося лише на описових анотаціях, тому що вміння їх писати необхідне студентам у навчальному процесі для обробки друкованої інформації на рідній чи іноземній мові і при оформленні записок до дипломних робіт. Описова анотація містить від 3 до 10 речень (60-100 слів). Анотація, що підсумовує зміст тексту, може бути дуже короткою і складатися з 1-2 речень.

Працюючи над написанням анотації, варто дотримуватися трьох основних вимог:

1. анотація повинна відображати ідею усього тексту, а не окремих його частин;
2. матеріал має бути представленим у безособовій формі і не містити власних думок та вражень;
3. анотація бути стислою версією статті, написаною автором.
4. текст анотації повинен мати чітку структуру, де вказується про що йдеться у статті, що саме було досліджено і розглянуто, з яких частин вона складається і кому може бути цікава ця інформація.

Для написання анотації важливо, щоб студенти добре розуміли матеріал, над яким вони працюють, тому варто розглянути етапи роботи над текстом.

1. Перегляньте статтю, прочитайте заголовок, підзаголовки, перший абзац, перше речення кожного абзацу і останній абзац. У разі відсутності підзаголовків, самостійно поділіть текст на абзаци. Спробуйте зрозуміти про що йдеться у тексті і визначити тип тексту. Перекладіть невідомі слова, якщо вони допоможуть зрозуміти головну ідею.
2. Прочитайте статтю, підкресліть важливу інформацію і зробіть помітки.
3. Запишіть ключові факти своїми словами. Знайдіть інформацію, що підтверджує ці ключові факти, але не вдавайтесь у деталі.
4. Стисло викладіть висновки, що зробив автор, одним реченням.
5. Почніть писати анотацію, користуючись власними записами, не заглядаючи в оригінал. Варто зазначити, що анотація не повинна містити речення-висновку.
6. Перечитайте анотацію, переконайтесь, що вона написана власними словами і перевірте помилки.

Для написання анотації використовуються різні кліше (key patterns) для того, щоб полегшити систематизацію інформації і

допомогти студенту дотримуватись стилю викладу і правил написання анотації.

## **ПРИКЛАДИ КЛІШЕ В АНГЛІЙСЬКІЙ МОВІ**

1. The article (paper, book, etc.) deals with... 1. Ця стаття (робота, книга тощо) стосується...

2. As the title implies the article describes... 2. Згідно з назвою, у статті розглядається...

3. It is specially noted... 3. Особливо варто відмітити...

4. A mention should be made... 4. Згадується...

5. Basic information on ... is presented. 5. Надається основна інформація про ...

6. The text gives a valuable information on... 6. Текст надає цінну інформацію щодо ...

7. The paper consists of ...parts (chapters).

The paper contains the following parts: ...7. Робота складається з ... частин (розділів).

Робота складається з наступних частин:...

**8.** The article is of great help to ... . Ця стаття стане у нагоді...

**9.** The article is of interest to... Ця стаття становить інтерес для...

**10.** It (the article) gives a detailed analysis of ..., contains the data on... Стаття дає детальний аналіз..., містить дані про...

**11.** Special attention is given (paid) to... Особлива увага приділяється...

**12.** It should be stressed (emphasized) that... Варто зазначити (підкреслити), що ...

**13.** The method proposed ... 13. Запропонований метод...

